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ABSTRACT

This document reports the results of the Allegheny Conference Education Fund's mini-grant program which was responsible for funding over 230 teachers, at all grade levels, in the Pittsburgh Public School system during 1981-1982. The following topics are covered: (1) the definition and purpose of a mini-grant, a description of the review committee, and the mini-grant application and selection process; (2) some of the results of the funded projects for students and teachers, county recognition resulting from the program, evaluations from all teachers and principals involved in the program, other projects resulting from the mini-grant program, and some quotes from teachers reflecting the spirit of their responses; (3) descriptive synopses for projects in rounds I through VI of the funding that were not completed in time for the 1979-1981 mini-grant report; (4) Appendix A, which includes the mini-grant cycle, selection criteria, and application process; and (5) Appendix B, which includes a financial analysis, analysis by subject area, and a chart showing the mini-grants awarded by type of school. An alphabetical listing of teachers receiving the grants is also included. (JW)

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Mini-Grants For Teachers

1981-82 Report

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Allegheny Conference Education Fund

FINAL REPORT

1981-82

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MINI - GRANT DEFINITION

Mini-Grants are small cash awards averaging approximately \$400 for a one-year period, offered on a competitive basis, with the goal of encouraging teachers to carry out innovative projects with their students. These grants encourage and reward imaginative teaching, directly benefit pupils, and foster cooperation between communities and schools.

The Mini-Grant Program has been in operation for three years. The Allegheny Conference on Community Development's Education Fund has awarded six rounds of grants: December 1979, May 1980, January 1981, March 1981, January 1982, and March 1982. One hundred-eighty projects have been funded to over 230 teachers, at all grade levels in the Pittsburgh Public Schools. To date, funding for the Mini-Grant projects has been made possible through the support from grants from the Buhl Foundation, the Claude Worthington Benedum Foundation, Westinghouse Electric Corporation and the Henry C. Frick Educational Commission. The Willa Cather Fund of The Pittsburgh Foundation has provided funds for communications purposes (printing and circulation of posters, applications, brochures and final reports). The Allegheny Conference contributed the time of the Mini-Grant Program Director and the necessary office support.

PURPOSE

The prime goal of the Mini-Grant Program is to reward teachers with the opportunity to put exciting and often long-cherished ideas into practice. Mini-Grants allow teachers to enrich the standard curriculum in ways that directly affect students' day-to-day classroom experiences.

Mini-Grants also help foster broader cooperation between communities and schools. Pittsburgh schools benefit from the infusion of outside resources and expertise, and from the opportunity to publicly spotlight examples of superior teaching. Business and civic leaders on the grant committee have learned about the schools first-hand and have become identified as active participants in efforts to achieve quality education. Mini-Grants are effective because they put community funds directly into the classroom, where they can do the most good.

In this time of tight public budgets, diminishing enrollments and tax squeezes, funds to initiate new projects are often not available. Another purpose of the Mini-Grant Program is to stimulate initiatives to improve education in the classroom and in the school, by providing the private funds to make them possible. Without such grants, these beneficial ideas might sit dormant, because teachers did not have access to the necessary funds.

REVIEW COMMITTEE

The Mini-Grant Program is staffed by a Director and overseen by a Mini-Grant Review Committee. The Director publicizes the program, solicits grants, reviews proposals and monitors projects. The Review Committee is charged with selecting projects for Mini-Grant Awards, developing program policy, and evaluating Mini-Grant Program progress.

The Committee is composed of educators, community leaders, business and labor representatives. The interest of this cross-section of people is a vital part of the Mini-Grant Program's success. Because the membership includes people in top-level positions, the committee effectively links the community and the schools, and makes it possible to accomplish broader goals.

The Superintendent of Schools is the only Committee member who is an employee of the Pittsburgh Public School System. This is important because each approved project simultaneously receives administration approval, but at the same time it is not reviewed by a committee of educational staff. Teachers feel freer to submit creative ideas when they're not judged by their supervisors or other administrators in the school system.

The membership of the Mini-Grant Review Committee is:

David Bergholz, Chairman	Assistant Executive Director Allegheny Conference on Community Development
John Allison	Assistant Vice President Bell Telephone Company
Alice Carter	Director, Education Urban League of Pittsburgh
Albert Fondy	President Pittsburgh Federation of Teachers
Dr. Edgar J. Holtz	Executive Director Allegheny Intermediate Unit
Dr. James Simms	Assistant Executive Secretary Office of the Mayor
Cecile M. Springer	Director, Corporate Contributions Westinghouse Electric Corporation
William Stewart	Vice-President, Public Relations and Advertising Dravo Corporation
Dr. Richard Wallace	Superintendent Pittsburgh Public Schools
Jane C. Burger (Staff)	Project Director Allegheny Conference on Community Development

APPLICATION and SELECTION PROCESS

All Mini-Grant applications are reviewed by the Project Director and the Review Committee. Applications are judged on specific criteria, including educational value, clarity, creativity, the rationale of the budget and the schedule of the project. Detailed information on the Mini-Grant Cycle, Selection Criteria, Application Process and samples of application materials are located in Appendix A of this report.

STUDENT OUTCOMES

Because of the Mini-Grant program students have experienced beneficial results in the many facets of their school life, such as their academic skills, special skills, opportunities for hands-on experiences, career exploration, motivation, community recognition, school pride, improved behavior and an improved general attitude.

Students improved and enriched their basic academic skills in math, science and language through projects such as Richard Wertheimer and William Hadley's "Math Resource Center" and Marvine Garrett and Mario Zinga's "Individualized Instruction to Promote Math Achievement Through the Use of Computer Programs", in math skills. In science, Francis Schlosser's "Long Range Audio and Visual Communications" and Edna Zamos' "Making Birds Our Friends" are examples of note. Jayne Becker's "Motivating Children to READ", Barbara Peterson's "Newspaper Club" and Louis Valicenti's "Langley Cluster Spelling Bee" are examples of language arts projects.

Projects that concentrated on special skills, such as art, dance and special learning problems are:

William Perry	-	Art Partnering
Thelma Weiner	-	Creative Experiences with Clay
Joseph Kennedy	-	Roomnastics
Leslie Anderson	-	Dance Appreciation . . .
Petter Porro	-	S.T.E.P.S.
Lynn Bullions	-	Accent on Adaptability
Karen Aka	-	School Survival Skills Training & Suspension

Students had the opportunity for direct hands-on experiences in the following projects:

Lynn Marsico	-	Renaissance II - A Student Investigation
Frank Tillman, Jr.	-	Personal Hygiene
Judy Mizik	-	Custom Close-Ups for Learning
Margaret Lindquist	-	An Introduction to Orienteering

Dwayne Watkins offered students information and options about careers through his "Upward Bound Career Organization" project. Catherine Jatkowski's students explored some interesting career options in her project "Minorities in Math".

Several teachers provided their students with extra boosts to increase their motivation to succeed in their studies and behavior. Some examples are:

Sylvia Butler	-	Greening of Hazelwood
Marian Fast	-	Operation Success
David Walchesky	-	Extrinsic Motivation Project

These projects were often successful in interesting and motivating students with special behavior and learning problems.

Patricia Tierney, Marsh Fidoten and Natalie Apple's project resulted in a special recognition of one of their students. A Taylor Allderdice boy was honored by the community and received statewide recognition as part of their filming project, "The Changing City".

The following projects helped to develop and foster a sense of school pride and identity:

Loretta Sullivan	-	Colfax is Someplace Special
Patricia Accetta	-	From Knoxville to Knoxville

Teachers observed a noticeable improvement in student behavior as a result of these projects:

M. Lyn Engelhardt	-	The Reward Plan
Karen Aka	-	School Survival Skills Training & Suspension
David Walchesky	-	Extrinsic Motivation Project

In the following projects, students' attitudes and horizons were broadened, and as a result, their education became more meaningful and their general attitude improved.

Gayle Forsythe	-	City Meets the Suburb
Marcia Cunningham	-	All About Me
Neretta Troxell and John Masilunas	-	Ethnic Variety Flavors Education in the PPS

The same beneficial results will hopefully occur in these Round VI projects:

Rozalia Jordan	-	B.L.A.C.K. Pride
Karen Price & Team	-	The Milliones Connection

As is its purpose, the Mini-Grant program gives teachers the opportunity to help their students by putting creative ideas into practice -- in the classroom and into their educational lives.

TEACHER OUTCOMES

The Mini-Grant Program is one that directly benefits the students involved, but just as important is the positive impact the projects have on the teachers in the program.

Because teachers are often blamed for the problems in education, or at the very least, the positive contributions they provide go unrecognized, low teacher morale is a very crucial issue in education today. The Mini-Grant Program addresses this problem by providing a boost to teacher morale, and the projects often spark positive feedback from the community, parents and school administration. The Mini-Grant projects are a source of positive publicity for the teachers, the school and the entire Pittsburgh school system.

Teachers view the Mini-Grant as a reward for creative and innovative teaching. Because of the success of many of their projects, Mini-Grant teachers' ideas have become a regular part of the curriculum and activities of their schools. These ideas might have gone unrecognized and unused without the support provided by the Mini-Grant Program.

In July 1982, the Mini-Grant Project Director sent a letter to all Mini-Grant teachers asking several questions about the broader implications of their specific Mini-Grant projects. As the Mini-Grant Program progresses into its fourth year, the results of many teachers' projects are blossoming further than the local Pittsburgh school system. The successful ideas implemented in Mini-Grant projects are of interest to other teachers and schools, the entire school system, the community, the City of Pittsburgh, the state and even other cities across the nation.

Of the teachers responding, a large number (86%) reported that they had shared their Mini-Grant projects in various ways with their school community, and that their ideas were well received. Many of the teachers replied that they had discussed their projects formally and informally with educators in their schools, at staff meetings, at national conventions, with the administration and at in-service sessions. For example, Catherine Jatkowski (Geometry & Art; Minorities in Math) discussed her projects at a math workshop at Carlow College, a computer workshop at Radio Shack and at a national convention in Detroit emphasizing Geometry through Art applications in urban schools. A few ideas were of interest to specialized educational groups, such as Lyn Engelhardt's presentation to the Steering Committee for School Improvement; Sue Ann Sebastian's discussion at a workshop on Effective Motivation involving special education students; and Jenice Murray's projects to MAC (Math Achievement Center) workshops involving remedial math students.

COUNTY RECOGNITION

Because of the growing reputation of the Mini-Grant Program, several projects have received publicity in local newspapers, school news publications, the Pittsburgh Press, and WQED coverage. For example, Carolyn Hess' "Architectural Heritage" project was highlighted in the Squirrel Hill local newspaper and displayed in three places last year. Karen Kelso's "Spanish Language Acquisition Through Cooking" project appeared in the Pittsburgh Press.

Community groups such as Costumes Unlimited, the Ballet Theatre, the Pittsburgh Observatory and Pittsburgh History and Landmarks Foundation expressed interest in Judy Kline's involvement in the "Community Resource Directory Slide-Tape Program". Her project idea also interested the Pennsylvania Association of School Librarians. Krista Reitz presented her project idea, "Period Costumes for World Cultures", to the Philadelphia Museum of Art, for their support. Even informal conversations with interested teachers in other cities generates interest and good publicity for the Pittsburgh program.

EVALUATION

In June 1982, the Program Director asked every teacher and principal involved in the Mini-Grant Program to evaluate and comment on its strengths and weaknesses, and to offer opinions and suggestions. 160 evaluations were sent to Mini-Grant teachers, and 92 responded--a return rate of 57.5%. Of the 86 principals who were asked, 48 returned the evaluation--a 55.8% response rate.

A numerical breakdown of both the teachers' and the principals' evaluations follow, as well as a summary of their reactions, their comments and quotes. The teachers and the principals offered some enlightening comments and relevant new ideas. Both the teachers and principals expressed their awareness of the possibility of replicating projects in other interested schools, and the importance of media exposure to the success of the Mini-Grant Program. This section reviews the outcome of these two evaluation questionnaires.

June 2, 1982

MEMORANDUM

TO: Mini-Grant Teachers

FROM: Jane C. Burger, Project Director

RE: Mini-Grant Program Evaluation

The Mini-Grant Committee is interested in your impressions on how the Mini-Grant Program has operated over the past three years. We are interested in your comments, suggestions and concerns. Please complete the Mini-Grant survey and return it in the enclosed self-addressed, stamped envelop by June 15, 1982.

Please note that the survey is anonymous; all answers will be collectively analyzed and reported.

Thank you for your assistance. If you have any questions call me at 281-1890.

-
1. How many times have you made application to the Mini-Grant Program? (please check)

57.6% 1 29.4% 2 6.5% 3 6.5% 4 - 5 - 6+

2. How many times have you been awarded a Mini-Grant? (please check)

78.3% 1 15.2% 2 6.5% 3 - 4 - 5 - 6+

- *3. How did you hear about the Mini-Grant Program? (check those that apply)

68.5% Mini-Grant posters and brochures 45.7% from Principal

28.3% from other teachers 2.2% from newspaper articles

14.1% from meetings with the Mini-Grant Program staff

15.2% other (please specify) Pgh Federation of Teachers, Dept. Supervisor

Daily Announcements, posted announcements, The Reporter, Jane Burger, other school personnel)

4. I view the mini-grant as a reward for creative and innovative teaching. (circle)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<u>15.2%</u>	<u>1.1%</u>	<u>6.5%</u>	<u>28.3%</u>	<u>55.4%</u>

*Response was less than 100%. Teachers had one or more answers.

5. Please comment on any changes you would make in the Mini-Grant application procedures and reporting requirements (i.e., financial and written reports).

74.0% offered no comment, suggested no changes

8.7% offered specific positive comments

17.4% offered specific suggestions for improvement

- *6. Was your Mini-Grant infused into your school's curriculum and/or activities?

78.3% Yes

18.5% No

7. Has the Mini-Grant Program fostered any change in the following areas

	Increased	Decreased	Stayed the same	Hasn't been influenced
a. the effectiveness of <u>your</u> teaching	77.2	-	19.6	3.3
b. teacher morale	71.7	3.3	19.6	5.4
c. cooperation among the teachers	56.5	-	28.3	14.1
d. creativity in the classroom	79.3	-	13.0	3.3
e. new curriculum ideas	73.9	-	16.3	8.7
f. competition among teachers	16.3	-	35.9	47.8
g. teachers' pride in the school	60.9	1.1	20.7	16.3

TEACHERS DID NOT ANSWER IN EVERY AREA

- 7A. Please comment on any of the changes cited above.

*Response less than 100%. Not all teachers answered this question.

8. Has the Mini-Grant Program fostered any change in the following student areas?

	Increased	Decreased	Stayed the Same	Has not been influenced
a. learning basic academic skills (i.e., math, reading, writing, computer, etc.)	66.3	-	14.1	13.0
b. learning other skills (i.e., auditioning, dance, art, etc)	57.6	-	13.0	20.7
c. opportunities for hands-on experiences	78.3	-	7.6	9.8
d. career exploration	45.7	-	8.7	33.7
e. student motivation	92.4	-	3.3	1.1
f. recognition from fellow students, parents, city and community individuals	80.4	-	10.9	9.8
g. promotion of new attitudes and values	80.4	-	9.8	6.5
h. pride in one's school	67.4	-	18.5	10.9
i. improved behavior	65.2	-	21.7	7.6
*j. other (please specify)	10.9	-	-	-

*cooperation, social interaction, improved attendance, eye-hand coordination, promote books, self confidence/concept/respect, social skills
8A. Please comment on any of the changes cited above.

9. Was your Mini-Grant project matched by other funds?

20.7% Yes 79.4% No (if no, skip to 10)

9A. From what sources did these funds come? (check those that apply)

5.3% the local school 5.3% the PPS Board of Education
21.1% the PTO/PTA - Parent group 5.3% State or Federal money
52.6% teachers' own money 5.3% private contributions
 (Foundations and/or corporations)
5.3% other (please specify personal library fines)

10. Please comment on the Mini-Grant Program in general and on any changes you would make in the program. (use other side, if necessary)

SUMMARY

Teacher Mini-Grant Evaluation

1. A large majority of teachers have applied for only one or two grants.
2. A large majority of teachers have been awarded a grant.
3. The most effective methods of publicity have been the Mini-Grant posters and brochures, and announcement by the school principal. Newspapers have been fairly ineffective in publicizing the program with only 2.2% of the teachers hearing about it from that source.
4. A large majority of the teachers agree or strongly agree that Mini-Grants are a reward for creative and innovative teaching. A few teachers were neutral on this issue and 13.1% disagreed or strongly disagreed, more to the wording of the question than to the Mini-Grant concept. The latter generally felt that teachers are creative and innovative in the classroom, and that the grant provided an incentive to continue such methods, rather than a reward for something out of the ordinary.
5. A large majority of the teachers offered specific positive comments, or suggested no changes in the application and reporting procedures for the Mini-Grant program. Some of the positive reactions included: "Very adequate." "Excellent." "The minimum of red tape is great." "Both the application and reporting processes are clear and simple." "Fine balance between information and paperwork."

Some of the suggestions offered for improving the procedures were: personally interviewing each applicant -- making the Mini-Grant year concurrent with the school year -- requiring fewer details for the financial records -- arranging visits by the Project Director to every project -- developing a set form for the final report -- following up to insure implementation of the projects -- explaining why projects were rejected and -- more money.

6. A large majority of the Mini-Grant projects were infused into the school's curriculum and/or activities.
7. The most dramatic changes that the Mini-Grant Program fostered for the teachers were in the areas of increase in the effectiveness of their teaching -- teacher morale -- cooperation among teachers -- creativity in the classroom -- new curriculum ideas -- and school pride. Competition among teachers remained the same or had not been influenced by the Mini-Grant Program for the majority of the teachers. There was no significant decrease in any area.
8. The Mini-Grant Program fostered changes in all areas concerning students involved in the projects. Most significantly in student motivation, recognition from fellow students, parents, city and community individuals, promotion of new attitudes and values and opportunities for hands-on experiences.
9. Most of the projects did not receive funds from other sources. There were a few projects that received additional funds from PTA/PTO, the school, the Board of Education, state or federal sources and private contributions. In many cases teachers used their own money.

10. In general, teachers offered very positive comments about the Mini-Grant program from several different perspectives. Teachers related the positive influence that their Mini-Grant projects had on their students. Their motivation increased and carried over to many of their other subjects. The Mini-Grant projects made the instruction more meaningful to the students.
11. Aside from the obvious benefits to the students, the teachers stressed the important effect that the Mini-Grant program has had on them, personally and professionally. The Mini-Grants have benefited teachers by providing them with the recognition for worthwhile accomplishments that is often lacking in today's complex and financially burdened school system. Teachers felt an increase in morale, self-confidence, self-esteem and a renewed interest in their careers. This "professional lift", as one teacher put it, translated into creative and innovative classroom activities for their students. According to another teacher, "The Mini-Grant gave renewed confidence in my own interest in the students and in my area of instruction. Please keep it up!"
12. Suggestions for changes in the program were few, and those that did, wanted changes in the direction of expansion of the Mini-Grant program. Teachers thought that the results of the projects should receive more media publicity and that the availability of funds for such a beneficial project should be increased as much as possible. The Mini-Grants gave teachers the opportunity to focus their creative energies in a way that would not have been possible otherwise. Teachers were interested in sharing their ideas with their colleagues to keep the ball rolling in other schools as well. As one teacher explains, "Because creativity is nurtured and expanded through innovative ideas, the Mini-Grants acted as springboards to other unusual ideas and approaches -- both on the part of the teacher and the students. Please continue them."

Some teachers offered specific comments and suggestions about the Mini-Grant Program. They suggested . . .

- More visits from the Mini-Grant Committee,
- Slides and/or photos should be mandatory for every project.
- They thought that the Mini-Grants were handled very well from the administrative end.
- Some teachers expressed difficulties that they had with their school administration. The commitment should be stressed to every principal to insure their support and recognition.
- Teachers liked the Mini-Grant evaluation and the Mini-Grant reception.
- Mini-Grant projects inspired other teachers to inquire. Cooperation and relationships developed between teachers in areas other than ordinary academic instruction.
- Promote the school system's 50/50 support of successful programs.
- Impose less rigid requirements for re-application for more funds on ongoing projects.
- Decrease the allocation of grants by \$100-\$200 and make the grants more available.
- Organize teacher workshops with teachers who have similar projects to promote program development.
- Make it possible for grants to be pooled among two or more teachers, and increase the amount available.
- Organize a group of teachers (former recipients) to sell the Mini-Grant Program and help interested teachers become involved.

June 2, 1982

MEMORANDUM

TO: Pittsburgh Public School Principals
FROM: Jane C. Burger, Project Director
RE: Mini-Grant Program Evaluation

The Mini-Grant Committee is interested in your impressions on how the Mini-Grant Program has operated over the past three years. We are interested in your comments, suggestions and concerns. Please complete the Mini-Grant survey and return it in the enclosed self-addressed, stamped envelope by June 15, 1982.

Please note that the survey is anonymous; all answers will be collectively analyzed and reported.

Thank you for your assistance. If you have any questions call me at 281-1890.

-
1. Please indicate the total number of Mini-Grant awards won by teachers in your school. (please check)

8.3% 0 20.8% 1 16.7% 2 20.8% 3 14.6% 4 12.5% 5
- 6 - 7 2.1% 8+

2. To what extent has the Mini-Grant Program helped your school? (circle)

1	2	3	4	5
Not at all	To a small degree	To a moderate degree	To a considerable degree	To a substantial degree
8.3%	6.3%	27.1%	37.5%	14.6%

In what ways: (please comment)

PLEASE NOTE: RESPONSE LESS THAN 100% - PRINCIPALS DID NOT CONSISTENTLY ANSWER THE QUESTIONS.

3. Has the Mini-Grant Program fostered any change in the following areas:

	Increased	Decreased	Stayed the Same	Hasn't been influence
a. creativity in the classroom	70.8	-	12.5	4.2
b. new curriculum ideas	66.7	-	16.7	4.2
c. cooperation among teachers	54.2	-	22.9	4.2
d. teachers' pride in the school	62.5	-	18.8	4.2
e. teacher morale	7.5	-	8.3	4.2
f. competition among teachers	22.9	-	37.5	20.8

3A. Please comment on any of the changes cited above.

4. How many of the Mini-Grant projects awarded in your school were the result of new/innovative educational ideas on the part of the teachers?

1	2	3	4	5
None	A few	Some	Most	All
6.3%	14.6%	12.5%	29.2%	25%

4A. Please list those projects in your school which were the result of new/innovative educational ideas.

5. Of all the Mini-Grant projects funded in your school, how many have subsequently become part of the school's curriculum or activities?

12.5%	0	31.3%	1	16.7%	2	16.7%	3	4.2%	4	-	5	-	6
-	7	-	8+										

6. Has the Mini-Grant Program fostered change in the following student areas?	Increased	Decreased	Stayed the same	Hasn't been influenced
a. learning basic academic skills (i.e., reading, math, writing, computers, etc.)	45.8	-	22.9	10.4
b. learning other skills (i.e., auditioning, dance, art, etc.)	50.	-	20.8	8.3
c. opportunities for hands-on experiences	68.8	-	8.3	4.2
d. career exploration	41.7	-	25.	8.3
e. student motivation	75.2	12	6.3	4.2
f. recognition from fellow students, parents, community and city individuals.	58.3	-	14.6	4.2
g. promotion of new attitudes and values	68.8	-	12.5	4.2
h. pride in one's school	66.7	-	10.4	4.2
i. improved behavior	33.3	-	38.3	8.3
j. other (please specify) *social skills	2.1	-	-	-

6A. Please comment on any of the changes cited above.

7. Have any of your teacher's Mini-Grant projects been matched by other funds? 16.7% Yes 60% No (if no, skip to 8)

7A From what sources did these new funds come? (check as many as apply)

<u>12.5%</u> the local school	<u>25%</u> the PPS Board of Education
<u>12.5%</u> the PTO/PTA - parent group	<u>-</u> State or Federal money
<u>37.5%</u> teachers' own money	<u>12.5%</u> private contributions (Corporations or Foundations)
<u>-</u> does not apply	
<u>12.5%</u> other (please specify) <u>Pittsburgh Federation of Teachers</u>	

8. Please comment on the Mini-Grant Program in general and on any changes you would make in the program. (use other side, if necessary)

PRINCIPAL MINI-GRANT EVALUATION

1. Two-thirds of the responding principals indicated that two or more Mini-Grants had been awarded to teachers in their school.
2. A large majority of the principals (79.2%) felt that their school had been helped to a moderate or a substantial degree by the Mini-Grant program.
3. A majority of the principals felt that the following positive changes had occurred for teachers because of the Mini-Grant Program: increased creativity in the classroom, new curriculum ideas, cooperation among teachers, school pride, and teacher morale. These results are similar to the teachers' reaction on the same questions. The principals thought that competition among the teachers had stayed the same or had not been influenced for the most part. There were no decreases in any areas affecting teachers as a result of the Mini-Grants.
4. A majority of the principals indicated that the Mini-Grant projects awarded in their schools were the result of teachers' innovative educational ideas. (54.2%)
5. A large majority of the principals reported that one or more of the Mini-Grant projects funded in their school had become part of the school's curriculum of activities.
6. Among the positive influences that the Mini-Grant projects had on the students in their schools, principals included the increases in academic and other skill levels, hands-on experiences, student motivation, promotion of new attitudes and values, school pride, and recognition from fellow students, parents, and community individuals. These benefits are similar to the ones cited by the Mini-Grant teachers.

Many principals thought that student behavior had remained the same or had not been influenced. Many explained that students were already reasonably well-behaved, and that the particular projects in their schools did not address any student behavior problems. Students' career exploration was increased by the Mini-Grant program as well, but this area was not easily applicable on the elementary level, hence only 41.7% of the principals cited a direct increase there.

7. Sixty percent of the principals indicated that the Mini-Grant projects had not been matched by other funds. Of those that did receive additional funding, the sources ranged from teachers' own money, the PPS Board of Education, the local school, the PTO/PTA groups, private contributions, and the Pittsburgh Federation of Teachers.
8. The principals' reaction to the Mini-Grant Program were as positive and energetic as those from their teachers. For students, the Mini-Grants stimulated interest, creativity, increased motivation and improved their overall attitudes. Principals also echoed the very positive benefits to the teachers involved, citing a dramatic improvement in morale, an increase in innovative and productive ideas, and an improved spirit of cooperation among the teachers in their schools.

Principal Mini-Grant Evaluation (cont'd)

One principal stated, "I think it is an excellent program. It gives teachers a chance to express new or develop old ideas." The principals, as general overseers, were able to see benefits of the Mini-Grant projects reaching the school as well as the community. Principals saw an increase in school pride and a heightened level of community-parental interest and appreciation.

Principals again agreed with teachers that the results of the Mini-Grant Program deserved more public attention. The principals also saw small grants as providing opportunities for their schools that would not have been possible otherwise. One principal described the program as a "Great way to reward teachers, students and a school, in general, for innovation."

Outgrowths of the Mini-Grant Program

During the past year, a number of interesting projects have grown out of the Allegheny Conference's involvement in the Mini-Grant Program. These projects are discussed below.

1. Mini-Grant Slide Presentation:

A fifteen-minute slide presentation was developed in Fall, 1981, to depict various aspects of the Mini-Grant Program. The presentation visually displayed the GOALS, FUNDING INSTITUTIONS, LITERATURE and BROCHURES of the Mini-Grant Program. Twenty-five separate Mini-Grant projects were depicted in the presentation, two of which were shown in-depth to generate some understanding of the planning and dedication the teachers devoted to their projects. The slide presentation was accompanied by a narrative which briefly explained the other 23 projects. The projects described in the presentation were from Grant Rounds I-IV. It should be noted that most of the slides utilized for this presentation were taken by the teachers directly involved in the Mini-Grants program.

2. Mini-Grant Reception:

On December 1, 1981, a reception was held honoring the recipients of Mini-Grants from 1979-1981. The reception was hosted by Westinghouse Electric Corporation in their Headquarters Building, from 5-7 p.m. Approximately 200 School Administration, Pittsburgh Federation of Teachers, Foundation and Corporate executives and Pittsburgh and Public School Teachers were invited to the reception. Following the acknowledgement of the Mini-Grant recipients, the Mini-Grant Review Committee, and the Foundation representatives that funded the Mini-Grant Program between 1979-1981, the Mini-Grant Slide Presentation was shown. Many of the Mini-Grant recipients who attended the reception sent thank-you letters for the reception. They reported that the reception was an excellent way of being recognized, honored and felt much appreciated.

3. Ford Foundation Involvement:

In the past year, the Ford Foundation has expressed an interest in a number of activities coordinated through the Conference Education Fund. As a result of the impressive accomplishments of the Mini-Grant Program, the Foundation provided the Conference support to prepare a MINI-GRANT HANDBOOK in order to help other communities across the country initiate small grants for teachers programs. The Handbook was completed in the Spring of 1982 and is now being distributed.

When any of these groups request more information, a packet of INFORMATIONAL MATERIALS is sent. This packet contains "how to" information such as: sample correspondences, an application, charts and surveys, and other procedural materials. These materials are an effort to encourage other cities to begin a similar program.

WQED, the educational TV station, will be producing a 15 minute show on the Mini-Grant Program during the Fall of 1982. This will coordinate with the other Ford Foundation materials.

4. Other Mini-Grant Activities:

- Woodland Hills School District Mini-Grant Program:

In September, 1981, five east Pittsburgh suburban school districts merged to form one large district called Woodland Hills. In an effort to assist in the transition, the Allegheny Conference proposed the establishment of a Mini-Grants for Teachers Program to the district's Superintendent, Dr. Wayne Doyle. During the Fall, 1982, a Review Committee will be established, applications distributed and the first Round of grants awarded.

- West Virginia State Department of Education:

In the Fall, 1981, the Allegheny Conference staff met with the West Virginia State Superintendent of Schools, Dr. Roy Truby, to discuss private sector involvement in public education. With a \$95,000 grant from the Claude Worthington Benedum Foundation, the West Virginia Education Fund was established for the purpose of securing and distributing contributions from individuals, corporations and foundations for the benefit of the students in the public schools of West Virginia. The Fund's preliminary budget calls for \$60,000 to be used to finance 150 mini-grants of \$400 each for teachers around the state.

Quotes from Teachers

To capture more accurately the spirit of responses, the following is a representative sampling of quotes:

"The Mini-Grant Program has been a blessing for teacher morale. We teachers have been suffering from lots of negative feedback from the media, and having the mini-grants gives us the positive feedback we all so desperately need. I'm a new teacher in Pittsburgh and without the Mini-Grant I would be suffering from teacher 'burn-out'."

"The Mini-Grant Program gives teachers an opportunity to do things with the children which otherwise could never be done. I think it encourages teachers to look at their classrooms and think of new things to do which would make interesting experiences for their students."

"The enjoyment and enthusiasm for the project exhibited by the children and their families brought great satisfaction to me. It inspired me to search for more creative activities and to try new ideas and methods. I think the children's pride in the school increased also."

"We all have terrific ideas, but all ideas have a monetary cost. Most teachers spend personal money on projects, but Mini-Grant funds allow one to enlarge and enhance projects."

"It's great to know that this program is available and not so difficult to get. One doesn't need to be a Rhodes scholar to attain a Mini-Grant!"

"I think the most important thing is receiving recognition for my ideas and the sense that the Mini-Grant was a reward for innovative teaching. This resulted in a tremendous morale boost. The reception held for us was an added boost. It is very rare that a teacher receives such recognition. Having at the reception so many important people from the community, administration, Board of Education and the Union also contributed to a very real sense of appreciation on my part."

"I have found the program a 'god send' to teachers who always have a 'little idea' they'd like to try. Thank you for providing the money and interest in developing those little ideas into big ones."

"There are several other projects I have done on a very small scale in the past years. Lack of funds has kept me from developing them further. I hope it will be possible for me to get grants for them eventually too."

"I have been very, very pleased with how the Mini-Grant Program has operated over the past three years. Jane Burger is a fantastic person to deal with and we have a fine rapport with her and her staff. We enjoyed the nice party at the Westinghouse Building. It was very rewarding to see the slide presentation of other Mini-Grants. The fact that you have the Board administration there for the party makes the Mini-Grant winners feel appreciated."

"Thanks for all your hard work. Teachers have blue days too just like office workers and having the Mini-Grant Program sure does help to give a 'pat on the back', when extra time and effort goes into a special project

Quotes (cont'd)

The real reward comes when the students get the extra enrichment which causes a change in their behavior. Please keep the Mini-Grant Program forever!"

"I'm greatly pleased that the Allegheny Conference provides funds for teachers to implement creative ideas."

"Fantastic program -- just what a teacher needs for a 'creative assist'."

Descriptive Synopsis

SUMMARIES AND REPORTS CAN BE MISLEADING WHEN EVALUATING THE RESULTS OF THESE MINI-GRANT PROJECTS. THE SPIRIT, ENTHUSIASM, TIME, EFFORT, AND PLAIN HARD WORK THAT WENT INTO THESE PROJECTS IS ALWAYS EVIDENT ON THE FACES OF THE STUDENTS AND TEACHERS INVOLVED, BUT THESE VERY PERSONAL ASPECTS OF EACH ENDEAVOR MAY NOT BE SO OBVIOUS IN A COMPILATION OF FINAL REPORTS.

THE MOST IMPORTANT RESULTS OF THESE MINI-GRANT PROJECTS REMAIN UNDESCRIBED BY THE SYNOPSES THAT FOLLOW HERE. THESE TEACHERS WERE ABLE TO PUT AN IDEA INTO ACTION--AN IDEA THAT HELPED THEIR STUDENTS, THEIR SCHOOLS, AND THEMSELVES. MINI-GRANTS PROVIDED THAT EXTRA MOTIVATION AND OPPORTUNITY THAT PUSHED THESE IDEAS FROM THE DRAWING BOARD TO THE CLASSROOM, WHERE THE BENEFITS CAN BE SEEN.

DESCRIPTIVE SYNOPSES FOLLOW FOR PROJECTS IN ROUNDS I THROUGH VI THAT WERE NOT COMPLETED IN TIME FOR THE 1979-1981 MINI-GRANT REPORT. SEE THE 1979-1981 REPORT FOR OTHER PROJECTS NOT SUMMARIZED HERE.

MINI-GRANTS - ROUND I

UPDATED LIST OF MINI-GRANT PROJECTS

Complete listing of descriptive synopses for these projects to be found in
MINI-GRANT FINAL REPORT 1979-1981 (pages indicated)

<u>Teacher Title</u>	<u>School</u>	<u>79-81 Report</u>
Lucille L. Alston INNER-CITY FARMING	Letsche Alternative High School	p. 34
Thomas Baker COMMUNITY ENVIRONMENT CLEAN-UP	Miller Elementary School	p. 20
Cherri M. Banks CARE MILLIONES	Milliones Middle School	p. 25
John W. Davis READING DISABILITIES "HANDS ON"	Westinghouse High School	p. 28
Robert D. Easley PEER EDUCATORS	Schenley High School Health Careers Magnet	p. 34
Anne M. Egry FORMAL PHONICS INSTRUCTION FOR SHORTHAND I CURRICULUM	Brashear High School	p. 29
Kenneth Gianella LEADERSHIP DEVELOPMENT COURSE	Westinghouse High School	p. 27
Sara E. Henderson UNDERSTANDING THE ENERGY CRISIS	McNaugher Traditional Academy	p. 24
Carolyn Hess ARCHITECTURAL HERITAGE	Reizenstein Classical Academy at Sterret School	p. 23
Dorothy M. Hill THE WRITTEN WORD: A FESTIVAL	Peabody High School	p. 30
Charles G. Hirsch and Kenneth J. Amrick SCHOOL ELECTIONS	Taylor Allderdice High School	p. 28
Catherina A. Jatkowski OPTICAL ILLUSIONS - GEOMETRY AND ART	Schenley High School	p. 32
Penny Kaufmann GOOD NUTRITION IS AS EASY AS ABC	Martin Luther King Elementary School	p. 22
Margaret Ann MacDonald TEACHER DESIGN: TO INCREASE PRODUCTIVITY WITH SELECT FOURTH GRADE CHILDREN	Fairywood Elementary School	p. 17
Annie M. Martin OPENING OUR MINDS TO POETRY	Minadeo Elementary School	p. 18

MINI-GRANTS - ROUND I (cont'd)

Angela V. McVeagh NATURE'S GARDEN	Linden Elementary School	p. 21
Bette W. Metz VISUAL HUMANITIES	South Hills High School	p. 31
Sylvia Morris PERSONAL HYGIENE	Carmalt Elementary School	p. 23
Richard O. Price ART ESSAY PROJECT	Carrick High School	p. 31
Krista M. Reitz PERIOD COSTUMES FOR WORLD CULTURES	Brashear High School	p. 36
Regis H. Schilkin MOTIVATION THROUGH RAILROADING	Arsenal Middle School	p. 26
Linda J. Smith THEATRE FOR YOUNG AUDIENCES - LOVELACE PRODUCTION	Crescent Elementary School	p. 18
Patricia Tierney, Marsha Fidoten, and Natalie Apple THE PITTSBURGH HERITAGE: CLASSICAL AND ROMANTIC	Taylor Allderdice High School	p. 35
Lisa Ann Trozzi DENTAL HYGIENE	Latimer Middle School	p. 25
Della Whitaker and Andrew Baxter MURAL	Northview Heights Elementary School	p. 19

MINI-GRANT PROJECTS

ROUND I

Mini-Grants awarded in December 1979
Buhl Foundation Grant - \$10,000.00
Total Amount of Grants Awarded \$9,422.00
Number of Projects Awarded - 26
Number of Teachers Involved - 30

UPDATED DESCRIPTIVE SYNOPSES

Joyce A. Clark
PROJECT PASS - A FILMSTRIP

Brashear High School

\$100

PROJECT SUMMARY DESCRIPTION (approx. 50 students)

* Ms. Clark and her Project Pass students proposed to write a script to teach a mathematics topic which they think presents difficulty. They were to then create a filmstrip from this script with the students as both the directors and actors. This Mini-Grant project was designed to motivate students, teach and reinforce a topic, promote group cooperation and improve attendance by "providing responsibilities to each student that makes his/her attendance meaningful and necessary."

RESULTS

* Two different groups of Project Pass students were involved in the development of this project (1978-80, 1980-81). Once the classwork was completed, that gave the students the mathematical skills to complete the content of the film, lessons were provided on several other concepts:

- Getting a job - filling out an application - the interview
- Keeping a job - responsibility - punctuality
- Reading and checking a pay stub deductions - earnings - hourly rates
- Budget planning - opening a savings and checking account - looking.

* A script was written and after some delay due to disturbances in Ms. Clark's class (i.e., truancy, arrests, pregnancy, drop outs), the filming process began.

* The students organized the content and dialogue of the film and appointed a director. The director assigned parts to the students.

* Because of the expense of processing, Ms. Clark chose to produce a slide show instead of a filmstrip.

* Once the slide show was completed, all who participated in its development thought it was very instructive.

QUOTES

- * "The slide show itself was very rewarding to watch for each of the students involved. It became 'their' show and the students were very proud of its instructive nature."
- * "The result was something in which my class and I took pride."

MINI-GRANTS - ROUND II

UPDATED LIST OF MINI-GRANT PROJECTS

Complete listing of descriptive synopses for these projects to be found in
MINI-GRANT FINAL REPORT 1979-1981 (pages indicated)

<u>Teacher/Title</u>	<u>School</u>	<u>79-81 Report</u>
Karen Y. Aka A TWO-FOLD PROGRAM EDUCATION STUDENTS	Clayton Elementary School	p. 39
Beverly L. Bates WORKING ARTISTS AT WORK	Pittsburgh High School for the Creative and Performing Arts	p. 50
Ramona Bickl PRACTICE MAKES PERFECT	Latimer and Frick Middle Schools	p. 46
Emma Bionda NUTRITION PROGRAM	Perry Traditional Academy	p. 58
Judith Brant WOMEN IN NON-TRADITIONAL ROLES	Brashear High School	p. 51
Etta Jean Carrol DEVELOP COURTESY THROUGH PRACTICE	Mount Oliver, Brookline, and Beechwood Elementary Schools	p. 43
Linda Kaye Cordisco TOILET TRAINING PROGRAM	Conroy Education Center	p. 58
Mary Finley SCIENCE - HUMAN REPRODUCTION	Carrick High School	p. 57
William Foreman COMMUNITY HISTORY PROJECT	Langley High School	p. 53
Patricia Foster, Rebecca Nedz, and Charles Granigan PROJECT PASS - A CONCRETE APPROACH TO CAREERS	South Hills High School	p. 52
Daniel J. Hughes SAILING SHIPS AND DISCOVERY	Brashear High School	p. 54
Catherine A. Jatkowski OPTICAL ILLUSIONS - GEOMETRY AND ART	Schenley High School	p. 32
Gloria Johnson LIBRARY FILM LOOPS	Brashear High School	p. 55
Bea Jonseof GYMNASTICS AND DANCE	Gladstone Middle School	p. 45
Susan A. Kenville ADAPTING MYOFUNCTIONAL THERAPY FOR THE PMR AND TMR IN THE SCHOOL SETTING	Conroy Educational Center	p. 59

MINI-GRANTS - ROUND II (cont'd)

Rose Marie Klobuchar NUTRITIOUS VS. NON-NUTRITIOUS EATING	Latimer Middle School	p. 48
Jenice Murray THE IMPORTANCE OF GOOD GROOMING "FROM HEAD TO TOE"	Miller Elementary School	p. 42
Joan Neal, Nancy Lardo and Cindy Chismire AUDITIONING	Gladstone Middle School	p. 44
Rebecca Nedz MATH RESOURCE TUTORING CENTER	South Hills High School	p. 56
Olive V. O'Mara REASONING SKILL DEVELOPMENT IN THE CLASSROOM	Horace Mann Elementary School	p. 41
Rita Roberts, Norma Lining and Margaret MacDonald CHARM CLASS: DEVELOPMENT OF A POSITIVE IMAGE TO ENHANCE SELF-ESTEEM THROUGH ACCEPTABLE SOCIAL GRACES AMONG FOURTH GRADE GIRLS	Fairywood Elementary School	p. 42
Bertha T. Roundtree GLADIATORS AND THEIR LIBRARY	Gladstone Middle School	p. 55
Selma Ryave DOORWAYS TO FAVORITE BOOKS	Knoxville Middle School	p. 49
William Schafer, Bernadine Martin, Barbara Brindza, Ellen Rubinsky, and Michael Rothman THE REIZENSTEIN COMMUNITY	Reizenstein Middle School	p. 47
Regis H. Schilkin ESP - ELECTRIC SPELLING PRACTICE	Arsenal Middle School	p. 48
James Stranko TELE-COMMUNICATIONS	Gladstone Middle School	p. 46
Andrea Wise and Joan Brindle CORE TEAMING	John Morrow Elementary School	p. 40

MINI-GRANT PROJECTS

ROUND II

Mini-Grants awarded in May 1980
Buhl Foundation Grant - \$10,000.00
Total Amount of Grants Awarded - \$10,705.00
Number of Projects Awarded - 28
Number of Teachers Involved - 39

UPDATED DESCRIPTIVE SYNOPSES

Rosalie Deibert, Patricia Seibel, Pioneer Education Center \$420
Patricia Witmer, Deborah Caterino
and Patricia Ungerman
COMPREHENSIVE ASSESSMENT INSTRUMENT

PROJECT SUMMARY DESCRIPTION (40 students)

- * This project was designed to develop a comprehensive assessment instrument for non-ambulatory, severely and profoundly multi-handicapped students in the Pittsburgh Public Schools.
- * Since there is no comprehensive scale of this kind available, and since PL 94-142 specifies that programming for children in special education must be based on documented assessment procedures, this project became crucial to the development of a Student's Individualized Education Program (IEP).

RESULTS

- * Because of the time it took to review existing assessment materials, the teachers decided to develop an assessment instrument that focused on the following curricular areas: Motor skills, self-help skills, and cognitive skills.
- * During the second semester of the 1980-1981 school year, Ms. Diebert was chosen to co-author a source book of curricular objectives for students moderately to profoundly retarded for the Pittsburgh Public Schools. The work she had completed on the Assessment Instrument Project served as a good beginning for the source book.
- * The final Assessment Instrument was designed in such a way that it could be color-coded, and in a loose-leaf format to allow for further additions, revisions, and deletions as the teachers saw fit.
- * The Pioneer Center handled the printing, collating and assembly of the Assessment Instrument.

QUOTES

- * "In summary...when we began, not one of us suspected it would be so much work! We are glad we did it."
- * Special thanks to Mr. James McKenna, our principal, for his moral support, patience and for allowing us to use our planning periods for our project."

MINI-GRANTS - ROUND III

UPDATED LIST OF MINI-GRANT PROJECTS

Complete listing of descriptive synopses for these projects to be found in
MINI-GRANT FINAL REPORT 1979-1981 (pages indicated)

<u>Teacher/Title</u>	<u>School</u>	<u>79-81 Report</u>
Patricia Bake, Rose Rohaly and Sarah Vogel EARN, SAVE, SPEND	John Morrow Elementary School	p. 64
Faith Baker LEARNING THROUGH COOKING	Friendship Elementary School	p. 68
Joan Wallace Bowser CARMALT ELEMENTARY SCHOOL NEWSPAPER	Carmalt Elementary School	p. 65
Lea Davidson MINI-FOLK FESTIVAL	Phillips Elementary School	p. 71
Martha F. Dolfi SCIENCE IN A NUTSHELL	Arlington Elementary School	p. 70
Patricia Drogowski LIBRARY SPRINT WITH NEWSPRINT	McNaugher Traditional Academy	p. 77
Eleanor Dubus TOGETHERNESS T-SHIRTS	Sunnyside Elementary School	p. 74
John Garrick RECORDING TECHNIQUES IN COMPOSITION	Pittsburgh High School for the Creative and Performing Arts	p. 84
Mary Ellen Hamrock NEWSPAPERS IN MATH EDUCATION	Brashear High School	p. 81
Thomas R. McClure, Jr. READING, WRITING, AND ROCKETRY	McNaugher Traditional Academy	p. 78
Phyllis Mattsman "QUE' PASA, AMIGO?" AN INTRODUCTION TO HISPANIC CULTURE	Brashear High School	p. 83
William Perry CREATIVITY THROUGH POP ART	Banksville Middle Grade Scholars Center	p. 76
Richard Price DRAMA WORKSHOP	Carrick High School	p. 85
Bobbie Rogers SOCIALIZATION	Liberty Elementary School	p. 72

MINI-GRANTS - ROUND III (cont'd)

Thomas Sanders AUTHORS BY LONG DISTANCE	Brookline Elementary School	p. 68
Patricia Severence FANTASTIC FRIDAY	East Hills Elementary School	p. 73
Loretta Sullivan CENTER FOR TEACHING ENGLISH AS A SECOND LANGUAGE	Colfax Elementary School	p. 67
Karla Threadgill FULTON ON SLIDES	Fulton Elementary School	p. 75
John Wacławski and George Miller COMPUTER AWARENESS	Schenley High School	p. 82

MINI-GRANT PROJECTS

ROUND III

Mini-Grants awarded in January 1981
Buhl Foundation Grant - \$10,000.00
Total Amount of Grants Awarded - \$9,513.00
Number of Projects Awarded - 32
Number of Teachers Involved - 37

UPDATED DESCRIPTIVE SYNOPSES

Audrey Brooks and Paula Skowron Lincoln Elementary School \$198
EDUCATIONAL NEWSPAPER

PROJECT SUMMARY DESCRIPTION (15 students)

- * This language arts teacher and librarian proposed to start a school newspaper, printing four issues.
- * Their main objectives were to provide practical writing experience for the children and a means of communicating with the parents in the community.
- * The newspaper staff was selected from volunteers from grades 3-5. There were 15 volunteers during the Winter and Spring semesters.

RESULTS

- * The students named their newspaper "The Lincoln Gazette" and published four issues, as of February, 1982.
- * The creative writing materials have proven to be very useful in that they have helped the students express themselves more clearly.
- * The teachers feel that the project has allowed the students to:
 - upgrade basic reading and writing skills,
 - increase student awareness of all the possible careers in journalism,
 - apply academic learning meaningfully to the task of news gathering, interviewing, group discussions, editing, and the actual publishing of the newspaper,
 - develop literary creativeness,
 - to incorporate the school with the community.
- * The teachers hope that the school will continue to publish a school newspaper every year due to the tremendous amount of involvement of the students and faculty at Lincoln.

QUOTES

- * "The students really benefited from this project. They really enjoyed working on it, too."
- * "As for Mrs. Skowron and myself, we enjoyed working on the project, too."

Marilyn Caldwell and Lillian C.
Robinson
JUNIORS FOR ACADEMIC ACHIEVEMENT CLUB

South Hills High School

\$200

PROJECT SUMMARY DESCRIPTION (approximately 340 students)

- * This project (club) was organized to let junior students know that it's "good to be a good student".
- * The club has awards for homeroom attendance and has established a peer tutoring program for students who are experiencing difficulty.
- * Recognition is given to honor-roll pupils and students who exhibit special talents such as good behavior.
- * The teachers are interested in combatting the apathy that students often feel toward academic excellence.
- * Mini-Grant funds were used to purchase an Instamatic camera, film, flash cubes, trophies and plaques, and special certificates.

RESULTS

- * Ms. Caldwell and Ms. Robinson began their project during the 1980-1981 school year, organizing the Juniors for Academic Achievement Club -- JA² club. During this year, the JA² club promoted interest in and attended the College Fair at the Civic Arena.
- * Other activities included a bulletin board for junior class information, recognition for "Junior of the Month", a party for the homeroom with the best attendance, a Junior-Senior basketball game, a baseball-softball tournament, and a year-end assembly conducted by the Juniors, to honor their retiring Principal. Juniors, teachers and parents attended this assembly and the club honored their peers for outstanding attendance, academic performance, and special merit. A fellowship hour followed, with some refreshments donated by the community. The first year closed on a good note.
- * The club continued during the next school year, with the same group of students, and the name was changed to the Senior Society. To provide recognition and incentive to the prospective graduates, spirit buttons reading "I'll be through in '82" were given to seniors. Those students who were subsequently in danger of flunking were required to return these special buttons.
- * The club involved the school in a "Pretty Pumpkin" contest, and the winning homeroom was rewarded with a luncheon. That homeroom teacher was so proud that her apathetic homeroom had done something, she helped to defray the cost. In addition to their already busy schedule, the club played a powderpuff football game, a junior-senior basketball game (the seniors won their game this year) and a senior picnic. They also helped to compile a list of seniors to be recognized during commencement.
- * The principal instituted a school-wide attendance program, thus keeping the ideas of the club alive.

QUOTE

- * "...I believe the increase in attendance, cleaner halls, and better morale was a partial result of an almost entire class's effort to do something about apathy."

Allouise Coffy
INCENTIVE

Phillip Murray Elementary School

\$160

PROJECT SUMMARY DESCRIPTION (8 students)

- * "Incentive" is a series of projects designed to help motivate elementary Project Pass students.
- * The projects consisted of field trips, contests, prize days, parties, and other activities (written work, a play, "bake a pie day") to get the children enthused and working at peak output.
- * Mini-Grant funds were used to buy small prizes (i.e., puzzles, books, paint sets, etc.) groceries for the "bake a pie day" and small parties, materials for costumes and for transportation for the field trips.

RESULTS

- * During the second semester of 1981, Ms. Coffy and her students did the following:

February: Parent-Child Valentine Party. Prizes for the best daily written work.

March: Potted plants to take home. Prizes for written work and attendance.

April: Pittsburgh Playhouse trip for a children's play, "Indian Captive". Prizes for written work and attendance.

May: Tour of the Three Rivers Stadium; lunch at Point State Park. Tour of Braun's Bakery. Prizes for written work and attendance.

June: Picnic at North Park. Folk Festival at the Civic Arena. Prizes for written work and attendance.

- * Children were motivated through the "Incentive" program in the following ways:

-Because the children enjoyed going on the field trips, they were used as "a kind of carrot". The children needed to complete a certain amount of reading, spelling, English, and math in order to go with the class on the trip. The amount of schoolwork varied with each child's ability. Ms. Coffy also insisted on a certain standard of behavior for a child to accompany the class on a trip.

- * Ms. Coffy was transferred from the Project Pass class to a regular fourth/fifth grade academic schedule. The objectives she had for her Project Pass class were different than those in her new class, and she did not continue her Mini-Grant project.

- * Ms. Coffy thinks that her project has produced noticeable changes of attitudes towards learning in her Project Pass students.

QUOTE

- * "I thank the Mini-Grant committee for giving me the opportunity to carry out this project."

Evelyn B. Dansker

Greenfield Elementary School

\$200

THE CAMERA AS A TEACHING TOOL

PROJECT SUMMARY DESCRIPTION (approximately 50 students)

- * Ms. Dansker's project involved using the camera to stimulate language development and improve self-image.
- * This Kindergarten teacher feels that the use of pictures is particularly important at this pre-reading level.
- * The teacher and the children took pictures in the classroom, on walking trips through the neighborhood and of each individual child.
- * Mini-Grant funds were used to purchase two cameras and film.

RESULTS

- * Two sets of kindergarten classes were involved in the project since February, 1981.
- * The cameras purchased with Mini-Grant funds were primarily used as a "language development tool". Individual pictures taken of the children were used as a "self-concept tool".
- * The individual photos were used to create a booklet that each child took home at the end of the school year. Also included in these booklets were group stories of trips and room activities.
- * Many parents expressed their pleasure at receiving pictures of their children in the booklets.
- * Each child had an opportunity to use the camera.
- * Finding time to implement the program was the chief problem.

QUOTE

- * "Thank you for providing the Greenfield Kindergarten with this enrichment program."

Nadine C. Dyga
LEARNING, TO GO

Robert L. Vann Elementary School

\$189

PROJECT SUMMARY DESCRIPTION (42 students)

- * This Early Learning Skills teacher proposed to teach basic skills such

PROJECT SUMMARY DESCRIPTION (cont'd)

as color, number recognition, and eye-hand coordination through the use of games, toys, and puzzles.

- * The children were taught how to use these games and allowed to borrow the materials for use at home.
- * Ms. Dyga hoped that the Mini-Grant project would encourage the children to assume responsibility for the care and return of borrowed materials. She also hoped that there would be an increase in parental involvement in the learning experience.
- * Mini-Grant funds were used to purchase a variety of inexpensive games, toys, and puzzles of specific education value.

RESULTS

- * Ms. Dyga indicates that the children have enjoyed borrowing the materials for home use and have demonstrated a tremendous sense of responsibility.
- * The children have signed out items over 130 times with only one being lost.
- * The only problem encountered to date has been in scheduling enough time for instruction on material usage. Ms. Dyga used instructional assistants to alleviate this problem.
- * This teacher admits that the academic benefits are difficult to assess, but believes that there has been basic skill improvement because of the program.
- * Ms. Dyga started this project at the beginning of the 1981-1982 school year, in hopes that the project could benefit the new Level I students as an introductory tool.

QUOTES

- * "The 'Learning, to Go' project has been enthusiastically received by the Vann children."
- * "...the sense of responsibility demonstrated by the 40 participants has been remarkable."

Joseph J. Fabus
INTERNATIONAL FOODS AND CULTURES

Schenley High School

\$320

PROJECT SUMMARY DESCRIPTION (approximately 50 students)

- * Mr. Fabus, the foreign language teacher, and two home economics teachers have developed a program to "transform the home economics room into a cultural island."

PROJECT SUMMARY DESCRIPTION (cont'd)

- * For each of five months, the students would study and cook foods of different countries, including:
 - January - France
 - February - Spain
 - March - Italy
 - April - Mexico
 - May - A European Extravaganza (a combination of the above).
- * Mr. Fabus felt that this would encourage his students to be interested in foreign languages.
- * Mini-Grant funds were used to purchase the groceries needed to cook the foreign dishes, and supplies for costumes and decorations.

RESULTS

- * Mr. Fabus' students were exposed to the customs, traditions, clothing, and etiquette, as well as the food of each foreign culture.
- * A complete meal was prepared and enjoyed by the student body and their guests, including appropriate table conversations in each of the languages.
- * Students shared and appreciated the cross-cultural similarities and differences in the grand finale of the project, "A European Extravaganza".

Karen Jan Kelso

Liberty Elementary School

\$400

SPANISH LANGUAGE ACQUISITION THROUGH COOKING

PROJECT SUMMARY DESCRIPTION (approximately 26 students)

- * This teacher of the Spanish Magnet wanted to encourage the students to learn and understand Spanish words and the Spanish culture. She proposed this project with the hope that learning through cooking would be highly motivating.
- * The project's goal was to provide a creative yet concrete way to implement the existing Spanish curriculum through foods.
- * The teacher developed detailed objectives of the program including oral pronunciation, measuring, math and cultural awareness.
- * Mini-Grant funds were used to purchase dishes, a two-burner hot plate utensils, groceries, film and development costs.

RESULTS

- * The second-grade students prepared the following foods during the 1981 academic year:

March: Arroz con leche (rice pudding) from Puerto Rico
 Garrapinadas (sugar coated peanuts) from Uruguay

RESULTS (cont'd)

April: Chile con carne (chili with meat) from Mexico
May: Taco fiesta (tacos, fruit salad, juice and ice cream) from Mexico. Visitors were invited.

- * With the money remaining from her original grant, Ms. Kelso was able to continue her project during the 1982 school year, preparing similar foods with her students.
- * Ms. Kelso feels that the program has been quite successful. She hopes to continue her cooking projects in the future, using the equipment she already has, and food that her students could possibly contribute.

QUOTE

- * "The children have shown verbally and non-verbally their enthusiasm for the program." (The Pittsburgh Press, May 31, 1981)

William T. Mackey

East Hills Elementary School

\$216

INCREASING EXPRESSIVE WRITING SKILLS THROUGH MEDIA PRESENTATION

PROJECT SUMMARY DESCRIPTION

- * Mr. Mackey's project involves improving problem solving skills through the development of story problems with his fourth-grade classes.
- * The children have written scripts concerning solving problems in their own world (i.e., purchasing food at a grocery), and then produced a slide presentation to illustrate that problem.
- * The students were instructed to keep a journal.
- * Mini-Grant funds were used to purchase a slide projector and camera to photograph the illustrations and present them in the slide show format. Mr. Mackey was able to use materials from the Board of Education (i.e., art supplies) to implement his project as well.

RESULTS

- * The students spent a great deal of time working in small groups, writing scripts and drawing illustrations for the stories to be put in the slide presentation.
- * Cartoons were studied, along with T.V. and Radio-type dialogues as scripts.
- * Mr. Mackey was transferred to Clayton Elementary School where he continued his Mini-Grant project.
- * The principals at both schools felt that the project was an "enriching activity" in language art studies.

QUOTE

- * "Because this Mini-Grant project assisted me in completing my Masters in Education research paper, the Mini-Grant was a dream come true!"

John J. Masilunas
WJAB REVIEW

Brashear High School

\$495

PROJECT SUMMARY DESCRIPTION (approximately 35 students)

- * Mr. Masilunas is involved in the production of the school news show "WJAB REVIEW", which highlights school activities and newsmakers.
- * This Mini-Grant project gives the students an opportunity to conceive, write and produce a news spot where they can be the reporter.
- * Another major component of the project is to build a more professional set and background in order to make the show appear more realistic.
- * The set will not only be used for the WJAB REVIEW, but also by The Drama, English and Foreign Languages departments.
- * The project included a logo contest for the school and the student construction of the set.
- * Mini-Grant funds were used to purchase materials needed to construct the WJAB REVIEW set.

RESULTS

- * Mr. Masilunas and his media crew put a lot of construction time into the WJAB set. The set was completed during the Fall of 1981. The services and tools of the construction teacher, Albert Sakash, and a few of his advanced students were also used to complete the set.
- * All students learned construction and painting tips that the teacher hopes they may be able to use someday.
- * The project allowed both student and teacher to see another side of each other while constructing the set. "...This gave me a little more insight into their heads and hopefully I gave them some things to think about for the future."
- * As a result of this project, the general students' attitudes toward the media shows have improved tremendously. "...they have a degree of respectability."
- * U.S. Senator Arlen Specter and his entourage paid a visit to Brashear and the WJAB set. The students did a brief interview for their show and he was quite impressed with the entire studio.
- * One of Mr. Masilunas' students called KDKA's producer of "Evening Magazine" and convinced him that the WJAB REVIEW was "good material" for a story. The "Evening Magazine" crew interviewed Masilunas, and a student incorporated clips of interviews done by Brashear students into the segment.

RESULTS (cont'd)

The program aired on January 19, 1982.

- * One problem encountered by the teacher was the fluctuation in lumber prices. Mr. Masilunas spent extra money to cover the balance of the cost of the lumber.

QUOTE

- * "The television set has made a dramatic difference in our studio and in the attitudes of the students toward our productions. We can undoubtedly say that our project was a success!"

Joanne Melacrinis
NUTRITION CAN BE FUN

Phillips Elementar School

\$192

PROJECT SUMMARY DESCRIPTION (approximately 25 students)

- * The objective of this Mini-Grant project was to encourage students to break the junk-food habit, by preparing wholesome foods.
- * Each month a different method of instruction has been used, i.e., audio-visual materials, manipulative materials and choosing recipes and preparing a recipe.
- * The teacher proposed to study one food project per month for a ten-month period.
- * The children chose recipes that were rich in nutrients and from good food sources.
- * The children and the teacher also were to explore how other cultures create exciting dishes from a variety of foods.
- * Mini-Grant funds were used to purchase curriculum materials on proper nutrition, and groceries to prepare the recipes.

RESULTS

- * The nutrition project has had a definite impact on the children. For example, the children began bringing nutritious treats to school instead of candy.
- * The children became quite familiar with the difference between healthy and junk foods. They also expressed concern for their teeth and the relationship between junk foods and cavities.
- * The children persistently advised their mothers to purchase healthy foods instead of junk foods, indicating their learning.
- * Parents stopped in and inquired as to how to prepare certain foods that the children had in school. They also remarked how surprised they were when their youngsters were eager to taste something different.

RESULTS (cont'd)

- * The nutrition program was supported by parents and students alike, which was one of the reasons it was such a "huge success...."

QUOTE

- * "It was a sincere privilege and an honor to participate in an excellent educational opportunity."

George Nowack

Columbus Middle School

\$530

PITTSBURGH NEIGHBORHOODS: ONE CITY'S HOPE FOR THE FUTURE

PROJECT SUMMARY DESCRIPTION (approximately 28 students)

- * This Mini-Grant project attempts to create an awareness on the part of the students involved, of their socio-cultural, ethnic and economic backgrounds.
- * Mr. Nowack proposed a project for students to study the neighborhoods in and around their school in an attempt to foster an awareness of the differences and similarities between the neighborhoods, their history, people and their future.
- * Students photographed ethnic neighborhoods and populations within the Pittsburgh Public School area.
- * These pictures will be supplemented by written statements and will be put into a display form.
- * Mini-Grant funds were used to purchase film, developing chemicals, developing paper and writing supplies.

RESULTS

- * Mr. Nowack reports that the students spent a great deal of time photographing a variety of Pittsburgh neighborhoods, their residents, schools, and businesses.
- * While implementing the project, Mr. Nowack attempted to develop an understanding on the part of the students for the beginnings of the city of Pittsburgh, where it is now, and where it might be going in terms of redevelopment and the renaissance.
- * The final display was the students' product, developed with minimal directions from the instructor.
- * The students learned to:
 - operate a 35mm camera,
 - take good pictures,
 - develop film and
 - make and mount prints.

QUOTE

- * "All students involved learned a great deal about photography, working together, and overcoming obstacles."

Carol L. Senft
KNOW YOUR NEWSPAPER

Knoxville Middle School

\$500

PROJECT SUMMARY DESCRIPTION (approximately 150 students)

- * Ms. Senft planned to develop materials and teach a unit in language arts using the newspaper.
- * The newspaper was used by the students each Friday along with some type of basic skills activity (i.e., writing skills).
- * Students submitted a newspaper scrap-book as a final project. The scrap-book focused on terminology and writing samples.
- * Prior to beginning the project, Ms. Senft developed a detailed curriculum and the ways in which she intended to use the newspaper.
- * Mini-Grant funds were used to buy a subscription to the Post Gazette for 5 months, and to purchase writing paper and scrap-book materials.

RESULTS

- * The use of a newspaper in the classroom helped students acquire skills and concepts in language arts. The students demonstrated improvement in their reading and thinking skills, skills in content areas and demonstrated a desire to be well informed and concerned about their world.
- * Ms. Senft indicated that she had an 80-90% success rate in terms of the students becoming familiar with the different components of a newspaper.
- * The students learned how to write a newspaper article and practiced this skill by turning a nursery rhyme into a news story.
- * The students studied other components of a newspaper besides the news items (i.e., advertisements, comic strips, sports sections, etc.) They learned how to knowledgeably examine newspaper advertisements and write them as well.

QUOTE

- * "The newspaper provided a brand new text each day we used it and was a great new learning experience for me as well as the students."

FRENCH AND INDIAN WAR SLIDE PRESENTATION

PROJECT SUMMARY DESCRIPTION (10-12 student staff, unlimited number of students may be affected by the project)

- * Mr. Stock is developing a slide presentation on the topic of Western Pennsylvania and its importance in the French and Indian War.
- * Mr. Stock wrote a script, enlisted characters, and filmed at places such as Venango Trail and Ligonier.
- * The project is to be done in out-of-school time and during the summer.
- * Mini-Grant funds were used to purchase film and film equipment, cassette tapes, slide trays and other supplies for the slide presentation.

RESULTS

- * The presentation, named "A Place of Consequence" was produced in two parts, the first concentrating on the beginning of the war, and the second which completes the story of the French and Indian War in Western Pennsylvania.
- * The slide show was valuable to the student photographers, writers and artists in a technical and historical sense.
- * Producing the show gave Mr. Stock some valuable first hand knowledge of the media arts, and an appreciation for its difficulties and rewards.
- * Another result of this project was a short student program about Gladstone Middle School. Using the funds, the students photographed all the slides, narrated from a prepared script that incorporated their ideas, and were recognized for their participation on Awards Day.
- * One problem encountered by Mr. Stock was the travel and availability of students who were drawn from other schools at considerable distances.

QUOTES

- * "I believe we have a very good audio-visual, and that the students participating will have had some excellent experience in applying professional skills."
- * "If one Mini-Grant can take a person whose experience and background in Media was technically zero, and change that person into a novice audio-visual producer, then the money was well worth it. While there are visible results of 'A Place of Consequence', it is the results that cannot be seen that now seem important."

MINI-GRANTS - ROUND IV

UPDATED LIST OF MINI-GRANT PROJECTS

Complete listing of descriptive synopses for these projects to be found in
MINI-GRANT FINAL REPORT 1979-1981 (pages indicated)

<u>Teacher/Title</u>	<u>School</u>	<u>79-81 Report</u>
Sylvia Butler ORGANIC GARDENING	Burgwin Elementary School	p. 92
Etta Jean Carroll DISCOVERING MATH IN MACRAME	Brookline Elementary School	p. 91
Bernard Gmys WRITING LAB	South High School	p. 101
Drenda Gostkowski BLACK HISTORY	Horace Mann Elementary School	p. 89
Karen Howard A REFLECTION: ARTIST SHARING	Madison Elementary School	p. 94
Shirley Lewis, Richard DelGross and June Baer GROWING THROUGH GAMING - GTG	Milliones Middle School	p. 95
Nancy Radolec MOVEMENT AWARENESS	Conroy Education Center	p. 108
Robin Shoop DIGITAL CLOCKS	Oliver High School	p. 100

MINI-GRANT PROJECTS

ROUND IV

Mini-Grants awarded in March 1981
Buhl Foundation Grant - \$10,000.00
Total Number of Grants Awarded - \$10,584.00
Number of Projects Awarded - 33
Number of Teachers Involved - 43

UPDATED DESCRIPTIVE SYNOPSSES

Cherri Banks Margaret Milliones Middle School \$581
THE RAINBOW CONNECTION

PROJECT SUMMARY DESCRIPTION (240 students)

- * This project was designed to introduce the students to the social, emotional and nutritional needs of senior citizens.
- * All of the eighth grade students were to take part in this six-week course.
- * The students will study the elderly, develop a slide presentation and be trained in relating to people with diverse backgrounds and ages.
- * The final activity will be to visit a convalescent home to prepare and serve a luncheon and to present the slide presentation.
- * The interaction with the elderly is an unusual and unique project.
- * Mini-Grant funds were used to purchase a variety of instructional materials (filmstrip, reference books, etc.), paper products to eat and serve with, groceries, film and processing fees, and bus transportation.

RESULTS

- * Ms. Banks reported that this Mini-Grant project was a huge success. She found that because most of her students had grandparents, they could relate well to the senior citizens they visited.
- * The visit to the convalescent home for the luncheon ran quite smoothly. Ms. Banks found that the students who had participated in her "Cafe Milliones" Mini-Grant Project (Round 1) had retained knowledge of foods and nutrition which, subsequently, applied to this project.
- * During the luncheon, the students showed great care, patience and concern for the elderly.

QUOTE

- * "The students learned to respect the knowledge of the senior citizen and their problems."

Joan Brindl and
Andrea Wise
CORE TEAMING

John Morrow Elementary School

\$200

PROJECT SUMMARY DESCRIPTION (150 students)

- * This project was first funded in Round II to provide core teaming in the fifth and sixth grades.
- * The teachers took specific topic (such as Indians, Animals, etc.) and developed a cooperative unit among the classroom teacher, art teacher and librarian.
- * The program has been very successful and is an interesting model for elementary team teaching.
- * This grant (an extension of the first in Round II), is to expand the teaching into other topic areas and to try core teaching units in fourth grade.
- * Two of the new topic areas will include "Animals in their Habitat" and "European Explorers to America."
- * Mini-Grant funds were used to purchase Study Cards for Animals, Insects, Amphibians, Fish and Birds, and Explorer Filmstrips.

RESULTS

- * The expanded curriculum of this "Core Teaming" project was a success.
- * Listed below are the topics the children studied:

<u>Fifth Grade</u>	<u>Fourth Grade</u>
Native Americans	Plants
Explorers	Tall Tales
Animals	Christmas Calendars
Science Fiction	Human Body
Newspapers	Card Catalog
Greek Myths	Fairy Tales
	Creative Writing
- * All the areas of study were coordinated together with the classroom teacher, the art teacher, and the librarian.

QUOTE

- * "After hearing about the 'Core Teaming',...It makes me want to be in the fifth grade again!"

Lynn Bullions
ACCENT ON ADAPTABILITY

Conroy Education Center

\$400

PROJECT SUMMARY DESCRIPTION (25 students)

- * This teacher proposed a project where students would design equipment

PROJECT SUMMARY DESCRIPTION (cont'd)

that would help trainable, severely and profoundly retarded students maintain an upright seating position.

- * Ms. Bullions suggested that there is a need for adaptive equipment such as chair adaptation, leg wedges and truck supports.
- * This teacher proposes to have equipment such as these constructed at the Conroy Sheltered Workshop. This would make these items available at a low cost as well as give Conroy students productive job experience and help increase self-esteem in helping fellow students.
- * Mini-Grant funds will be used to purchase supplies need to construct this equipment (i.e., plywood, doam, naughahyde, upholstery, staple gun, etc.).

RESULTS

- * Vocational students at Conroy constructed the materials needed to implement Ms. Bullion's project. They not only received realistic job experience, but also performed a unique service for their fellow students.
- * Adaptive seating enhanced comfort and attention span, while simultaneously preventing future deformity.
- * All teachers agreed that the individualized seating was very helpful.
- * The adaptive seating was especially helpful in the lunch program. There students were positioned in an upright manner, enabling them to eat comfortable and safely.

QUOTE

- * "This Mini-Grant was very helpful to our vocational students and will continue to provide benefits in proper seating and positioning in our classrooms."

Cassandra Cosentino
GETTING TO KNOW YOU

Frick Middle School

\$450

PROJECT SUMMARY DESCRIPTION (all sixth graders)

- * The purpose of this Mini-Grant project is to develop stronger school spirit among the students through a series of planned activities in the three communities that Frick Middle School draws from (Oakland, Brookline and West Liberty).
- * The project is similar to one founded at Reizenstein (COMMUNITY STUDY, William Schafer, Round 2), involving small groups of children from different neighborhoods taking trips to each others' homes.
- * The project will also involve keeping journals, constructing flags of neighborhoods and making patches for a wall hanging.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Mini-Grant funds will be used to pay for arts and crafts supplies and admissions fees to a variety of cultural and historical sites in and around the vicinity of the school (Phipps Conservatory, Montefiore Hospital, Carnegie Library, History and Landmark Society).

RESULTS

- * Until recently, Frick School had only drawn students from the Oakland area. There are now students from nearby areas such as Brookline and Cannon.
- * Ms. Cosentino was successful in showing the incoming sixth grade class how their new friends spent their time during after-school hours.
- * A bus trip through the students' home communities of Oakland, Brookline, Cannon, and the Hill District eased social tensions between the students.
- * An international fair and food festival helped to unite the many students from different cultural backgrounds. Parents, teachers, and students all contributed their talents to this event.
- * There was African, Greek, Indian, Syrian and many other kinds of food for the 188 students to become acquainted with.
- * An interdisciplinary approach was used to coordinate dancing, music and compositions highlighting each student's ethnic background.

QUOTE

- * "A special thanks to all the parents and friends of Frick Middle School who helped to make our Ethnic Fair a success!"

John Davis and Robert Land, Jr.
TWICE SOLD TALES

Westinghouse High School

\$250

PROJECT SUMMARY DESCRIPTION (entire school population)

- * This all-school program is designed to provide the high school students with additional opportunities and encouragement for reading.
- * The Mini-Grant project is to develop a self-sustaining Book Exchange Store in a special room in the school. Because the Westinghouse School population is one of cultural isolation, low economic status and lagging verbal skills development, it is hoped that the availability of this book exchange will promote an interest in reading as well as improvement in reading skills.
- * Students will be able to trade paperbacks and purchase at a nominal cost, reference materials, magazines, etc.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * The Book Exchange will be staffed by students and teachers and open during lunch periods.
- * The whole school will be involved in such activities as carpentry classes, remodeling the room, art classes, redecorating, bookkeeping classes, setting up the books and read-a-thons and contests.
- * Mini-Grant funds were used to purchase materials for modifying the room and materials for managing the Book Exchange (i.e., ditto paper, rubber stamps, pens, pencils, etc.).

RESULTS

- * The physical facilities and basic inventory of the Book Exchange were completed by the end of the 1980-1981 school year.
- * Two English scholars' classes visited the Book Exchange. "These visits gave us an indication of the problem areas and areas of strength."
- * The book store served as an alternative to the library and the classroom. There was everything from sports stories, to philosophy.
- * There were over 2000 paperbacks, 2000 magazines, and 300 hardback books in use.
- * About 500 students participated, and their attitude was generally an enthusiastic one.
- * Students not only gained the experience of going to a book store, but they also learned how to run one. They were involved in creating displays, categorizing titles, and recommending books to their customers.
- * Books were sold for 25¢ and magazines were sold for a nickel.
- * As students trade books, and new ones are purchased with the incoming money, Westinghouse High School is ensured of having a book store in the future.

QUOTE

- * "We are hopeful that this project can serve as a model for other schools interested in this area."

Eleanor Dubus
BOOKS ON TAPE

Sunnyside and Liberty Elementar Schools

\$75

PROJECT SUMMARY DESCRIPTION (approximately 550 students)

- * This librarian felt that children who listened to stories became more interested in reading.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Ms. Dubus purchased three tape recorders and six tapes; two tape recorders are kept at Sunnyside School, and the other is kept at Liberty School.
- * Ms. Dubus was given permission to combine the money that was left over from her Round III Mini-Grant, \$36.03, with the funds she was awarded for this grant.

RESULTS

- * Almost every child signed up for permission to borrow the tapes.
- * Often, children who ride the bus to school play the tape during their bus trip, so that everyone can hear it.
- * Ms. Dubus is going to get more tapes so that more children may become involved.

QUOTES

- * "Everyone who has had a turn has expressed enjoyment at listening to the tapes.
- * "The children are very excited about the tapes and recorders. They enjoy knowing whose turn it is, and they would like me to make more tapes."

Robert Easley

Schenley High School Health Magnet

\$160

A STUDENT'S VIEW OF COMMUNITY SERVICES

PROJECT SUMMARY DESCRIPTION (approximately 20 students)

- * High School and Middle School students will coordinate, write and produce a slide/tape presentation that will introduce viewers to the services provided by many of the community health agencies.
- * The slide/tape will be introduced to, and made available for all health education teachers in Pittsburgh Public Schools.
- * The health agencies will be shown and described in terms of location, type of services provided and for whom and why one goes about using these services.
- * The high school students will write the interviews and decide what the slides will depict, while the middle school students will shoot the slides and edit the slide/tape presentation.
- * The students will work in five teams. Each team will be responsible for one or two agencies. The agencies will be grouped according to the types of services they provide. The teams will visit each agency twice, first to gather information, write the interview questions and determine the format for picture-taking. The second interview will involve the actual picture taking and interview.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Mini-Grant funds will be used for film and film development and cassette tapes. Seventy-two and 58/100 dollars (\$72.58) was left over from Mr. Easley's Round 1 project. He received permission to utilize this money for his Round 4 project.

RESULTS

- * Mr. Easley and his students collected all the data, performed the interviews and the tapings for his community services Mini-Grant project. During the winter of 1982, however, he went on sabbatical leave. While he was gone most of the students involved in this project graduated. He therefore, was unable to complete his project.
- * Mr. Easley hopes at some point to compile all of the interviews, tapes and photographs into a form that would allow the other students in the school to benefit from the work that his students performed.

Susan Fadzen, Shirley Fullerton John Morrow Elementary School \$200
Dolore Michaels, and Thomas Chapas
FOOD FOR THOUGHT

PROJECT SUMMARY DESCRIPTION (entire school population - 450 students)

- * This Mini-Grant project is designed to improve the school lunchroom program for days when students must remain indoors because of inclement weather.
- * The specific objectives of this project include:
 - 1) Improvement of self-image and self-awareness of all students.
 - 2) Development of math and reading skills through implementing motivational activities in the lunchroom.
 - 3) Provision of materials and techniques for lunchroom aides in dealing with large groups of students in the lunchroom.
 - 4) Fostering better relationships among students, staff and parents.
- * A variety of fun activities will be scheduled (filmstrips, games, crafts) to reinforce good behavior.
- * Mini-Grant funds were used to purchase filmstrips, games and crafts materials.

RESULTS

- * In the first phase of the "Lunchroom Control Program" (of the Food for Thought Mini-Grant), cafeteria rules were drafted by the Principal, Mr. Dirocco, along with the students, and then distributed to students and parents.
- * A system of rewards and punishments was developed to recognize good and bad lunchroom behavior. Some of the methods employed were the use of table monitors, "table hoppers", a starred calendar recording good behavior, and small prizes.

RESULTS (cont'd)

- * A third grade aspect of the project involved supplying the students with activities that were both educational and fun. Some of these activities were:
 - Crayons and posters
 - Stencils and tracing
 - Word hunt and fun dittos
 - Bring your own game day
 - Math bingo day
- * The Lunchroom Program has given the lunch aides a tool to use in controlling the many children in their charge. It has also cut down on the amount of debris that was being left after lunch.
- * The children have been kept active on days with inclement weather and behavior has improved.

QUOTE

- * "Many students...have earned their prizes during the operation of the Lunchroom Program."

Bernadette Gillotti
GERMAN TELEVISION SHOWS

Brashear High School

\$150

PROJECT SUMMARY DESCRIPTION (approximately 40 students)

- * In an effort to increase enrollment in German and to help students learn more about the culture, this foreign languages teacher proposes doing two "mock" documentary TV shows on the customs, food, art and music of Germany.
- * The Advanced German II-III and IV-V students will write and produce an original show with the technical help of the Audio-Visual teacher at the school.
- * Since the videotape will belong to the German classes and not to the school, it will not have to be erased for other use; therefore, German classes in subsequent years can view the "TV programs."
- * The videotape will be viewed by all of the German classes in the school.
- * Mini-Grant funds will be used to purchase a videotape and a variety of sound-effects records, German music records and incidental props, and fabric for costumes.

RESULTS

- * Students did research in preparation for the taping. This included geography, foods, sports, holidays, folk and classical music.
- * The program entitled "Die Deutsche Welt" used German 4 students as hostesses. Students presented a general historical and cultural overview of their fields of interest.

RESULTS (cont'd)

- * For all but two of the students, this was their debut before the cameras.
- * Ms. Gillotti found that this initial exposure often lead students to select "TV Production" as an elective, as well as generating enthusiasm for the German language.
- * Ms. Gillotti was unable to complete a second because of scheduling difficulties.

QUOTES

- * "The students enjoyed this project very much, since it was a change from the usual classroom routine."
- * "Whenever the German 1 and 2 students view the programs they invariably tell me, 'We can do better, just you wait and see!'"

Catherine Jatkowski
MINORITIES IN MATH

Schenley High School

\$200

PROJECT SUMMARY DESCRIPTION (115 students)

- * This project is to introduce new learning experiences to overcome the notion that math is for males only.
- * In order to promote math education, Ms. Jatkowski will have students do research papers on persons in mathematics, have students make a file of people in mathematics or mathematically related fields. (Each student will have 15 3/4 file cards with a sketch of 5 mathematicians, the older ones -- before the 20th century, 5 black and 5 women.)
- * The research papers and file cards will be on display in the library. The bulletin board outside the library door will have a display of Math Equals, some sketches by students and short biographies.
- * The final stage will be a career research paper and discussion of careers available in mathematics.
- * Mini-Grant funds will be used to purchase a variety of books about math and mathematicians, and posters about mathematics.

RESULTS

- * In the fall of 1981 a panel of faculty members of the University of Pittsburgh came to Schenley to speak about their careers and answer questions related to career choice options.
- * Two research projects were completed by students in all five classes. The first assignment was to research the lives of mathematicians, including the old masters, women and blacks. The second assignment was to research three careers of the student's choice. The best papers were displayed outside the library and Ms. Jatkowski's classroom.

RESULTS (cont'd)

- * The third phase of the project included three field trips. The first was to a printing plant and advertising firm. The second was a walking tour of the Oakland area to study types of architecture that the Schenley students see every day. The final trip was to Fallingwater-- quite a unique experience for most of the students.

QUOTES

- * "This project was a learning experience for me and the 115 students involved. Reading their career choices and their reasons for the choices gave great insights into the students and their impressions of their abilities."
- * "This project was a positive step by the use of appropriate learning materials and learning experiences to overcome the notion that mathematics is a male domain. This project will continue in my class next year. However, it should begin in earlier grades. The posters of mathematicians, especially minorities, help to show them, "YOU CAN DO IT, IF YOU TRY", regardless of sex or race."

Dolores Z. Kubiak
CHEMISTRY ACHIEVEMENT

Taylor Allderdice High School

\$456

PROJECT SUMMARY DESCRIPTION (125 students)

- * This Mini-Grant project is designed to stimulate an interest on the part of high school chemistry students to take the Chemistry Achievement Test given as one of a number of alternative tests for entrance into college.
- * A large number of competent and well-trained chemistry students do not elect to take the Achievement Test in Chemistry because of a fear of the testing process.
- * The project is designed to encourage more students to take the test by their mastering 15-key concepts, practicing on "pinpoint" tests, etc.
- * Mini-Grant funds were used to purchase 135 copies of Revised Edition CBAT College Board Achievement Test in Chemistry (Spector, 1978).

RESULTS

- * Ms. Kubiak and her students have been quite satisfied with the text.
- * Approximately 190 students have used the materials provided by the Mini-Grant.
- * More students have taken the test in the Spring of 1981 than in any previous year.

RESULTS (cont'd)

- * Students will have access to the materials for at least the next five years.
- * Many of the students have gained confidence in taking standardized Chemistry Achievement Tests.

QUOTE

- * "Although this project may not seem creative to others, chemists feel that if students are encouraged to study chemistry and be evaluated according to national norms, that as these young people aspire to careers in the field, there will be positive and creative contributions to mankind."

Martha King
FOOD, FUN, AND FITNESS

McCleary Traditional Academy

\$300

PROJECT SUMMARY DESCRIPTION (approximately 55 students)

- * This kindergarten teacher has planned a series of activities to stimulate interest in a healthy diet.
- * Activities for this Mini-Grant include preparation of healthy snacks, introduction of unfamiliar nutritious foods, and a field trip to a farm and a market.
- * Parents will receive a nutrition newsletter, recipes, and an evening session with a county foods agent.
- * Mini-grant funds were used to purchase groceries, cooking equipment and to pay for transportation.

RESULTS

- * Because of an extensive program in Spring 1981, Ms. King was unable to begin her Mini-Grant Project until the Fall.
- * Students prepared and tasted such "healthy" foods as home-made apple-sauce, large platters of fruit, home-made butter, bread, and ice cream.
- * The children also grew some healthy and unusual vegetables, such as cherry tomatoes, mung beans, and alfalfa sprouts.
- * The kindergarten children were exposed to important nutritional information, including the importance of a good breakfast and the basic four food groups.
- * The parents were involved with this project as well as the students. They were invited to a nutrition lecture presented by Dorothy Smith, Penn State Extension Home Economist. A reception of nutritious snack foods was prepared by the students, and about thirty parents participated.

RESULTS (cont'd)

- * Over 75% of the project funds was spent on basic equipment which makes it simple and feasible to continue the cooking and nutrition project. Fifty-two students and their parents were ultimately involved, as well as one teacher, one teaching assistant, Principal and school secretary.

QUOTES

- * "The project seemed very successful insofar as could be determined in the short run. The children took to it enthusiastically and showed surprising understanding in view of their young age. Parents seemed supportive and enjoyed the project also."
- * It has provided a morale boost that has helped to make this one of my best years of teaching. I have felt honored and fortunate to be a recipient."

Judy Mizik
BOOKBINDING

Sheraden Elementary School

\$118

PROJECT SUMMARY DESCRIPTION

- * This bookbinding project including the planning, making and writing of a hardbound book.
- * The students will be writing and researching about a topic related to one of their academic units.
- * Ms. Mizik plans for this project to utilize the resources of the art teacher and librarian in Sheraden School.
- * Mini-Grant funds were used to purchase bookbinding supplies.

RESULTS

- * Ms. Mizik purchased all the bookbinding materials and made preliminary arrangements in Spring, 1981, and started the actual research in September, 1981.
- * Ms. Mizik had some difficulties because of her scheduling at Sheraden but was successful in continuing her project during the 1981-1982 school year.
- * As a result of the "Bookbinding" project students have learned basic research skills. They have learned to overcome the difficulty in expressing ideas in an organized and clearly written form.
- * The students gained a sense of pride from working on this special project.
- * Many other students have asked to participate in this type of project.

QUOTE

- * "The project was a success because not only did current students benefit, but also because we now have the equipment and have set a precedent to carry on the project for future students."

Cheryl Taylor Parshall
LITERARY MAGAZINE

Allegheny High School

\$350

PROJECT SUMMARY DESCRIPTION (approximately 750 students)

- * The intent of this project is to promote an interest in developing a Literary Magazine at Allegheny High School.
- * The Allegheny students will write and produce their own magazine which is a "first," because no creative writing forum exists at present.
- * Three competitions will be held and volunteer judges (students and faculty) will review all literary entries.
- * Mini-Grant funds will be used to purchase the 30 reams of paper needed for the magazine (700 booklets). The printing and binding will be done by Connelley Skill Learning Center.

RESULTS

- * Ms. Parshall made the necessary arrangements as to the mechanics of the magazine's production, enlisted a student staff, faculty judges, and developed the promotional material necessary to interest students in the project.
- * The literary magazine was successfully published and distributed to the students and faculty.
- * This showed that a creative avenue had been opened for both students and faculty to work together. This interaction provided a sense of pride, joy, and excitement to the persons involved.
- * 750 students and 40 faculty members will receive a copy of the literary magazine.
- * 23 students had their work published out of 35 who originally submitted their work for review.

QUOTE

- * "Student and faculty support was stimulating and encouraging. Thank you for the financial support needed to achieve our goal."

William Perry
ART AND MOTION

Banksville Middle Scholars Center

\$304

PROJECT SUMMARY DESCRIPTION (approximately 30 students)

- * This art teacher has developed a program to study and design Kinetic Art.
- * Mr. Perry has developed a detailed type of study, curriculum, sample projects and rationale for this interest in mechanical motion.
- * The main objective of this Mini-Grant project was to provide "students with the opportunity to formulate, experiment, and develop personal artistic expressions. These expressions would have the added dimension of motion as an integral part of their make-up. Motors with various low-speed revolutions per minute would be used to effect these motions adding a new scope of creative visual excitement."
- * Mini-Grant funds were used to purchase a variety of low-speed motors.

RESULTS

- * Students initially sketched their ideas for a Kinetic Contemporary Sculpture. Group sessions were used for students to help one another in formulating their designs.
- * There are 46 different pieces in the show which range from circling planes to juggling clowns.
- * An entire room was devoted to the Kinetic Art Sculptures, and by plugging in two extension cords, the entire show could be animated at once.

QUOTE

- * "Visitors were amazed at the polish and creativity displayed by these student sculptures."

Sue Ann Sebastian
LEARNING TOGETHER

Margaret Millions Middle School

\$425

PROJECT SUMMARY DESCRIPTION (entire student body)

- * This video tape project involves EMR students writing scripts, producing, acting, and film teaching-videotapes. These tapes will demonstrate appropriate and inappropriate behavior in school situations such as school bus behavior, using a library, and cafeteria behavior.
- * Ms. Sebastian indicates that one reason for this project is that the EMR kids do not get accepted in the school and are seldom in any club. This project would help them interact with mainstream students and give them a special after-school club.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * The videotapes will be used as orientation activities and teaching aids for mainstream and special classes.
- * Mini-Grant funds were used to purchase the actual tapes, materials for props, instructional materials, and to pay the printing costs for a worksheet and survey.

RESULTS

- * During Spring 1981, the seventh and eighth grade classes wrote scripts for four of the learning films.
- * The students rehearsed the film parts and learned how to use the video equipment.
- * Filming and script-writing continued during the 1981-1982 school year.
- * The topics of the videotapes were expanded to include not only behavior and discipline, but reporting of school events, like the ethnic fair, and general information, such as school cafeteria procedures and options.
- * Along with the EMR students, LD, and socially-emotionally disturbed students became involved. These students gained respect for themselves and each other, and their self-confidence and sense-of-belonging increased. In many cases the positive influence and motivation of this project carried over to the students' other classes. Ms. Sebastian saw evidence of better grades and improved behavior in general as a result of her specific project.
- * These films have been shown to parents, incoming students for orientation purposes, and are now available to anyone in the school through the media specialist at Milliones. Ms. Sebastian plans to revise, update and make new videotapes in the future, as the opportunities and interest continue.

QUOTE

- * "The response from the kids was terrific! Even some of the mainstream students asked if they could be a part of my 'TV Crew'!"

Melanie Suznevich and Tony
Zolkoski

Linden Elementar School

\$250

LANGUAGE SKILLS IN LIFE SITUATIONS

PROJECT SUMMARY DESCRIPTION (15 students)

- * These kindergarten and first-grade teachers of language impaired children have developed a project for their students to use language more effectively in natural settings, particularly that of eating in a restaurant.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * The procedures involved teaching the language and social skills appropriate for eating out, first in a classroom setting, then transferring these skills to real-life situations.
- * Pre-training assessment of each child's skills was used to determine where the most emphasis should be placed.
- * Training sessions were structured to simulate the out-of-school experience that was being planned.
- * Success in carrying out target behaviors was monitored daily in the lunch room by means of a checklist.

RESULTS

- * Of the twenty-four observed behaviors, twenty-two were achieved with eighty-five percent mastery of better on the post-training assessment.
- * On a scale of one to ten (1 = unacceptable behavior and 10 = very acceptable behavior), the average pupil rating from a pre-assessment "5" rating to a post-assessment "9.75" score.
- * These children were able to transfer appropriate communication and social skills to a real life situation.

QUOTE

- * "By the end of this project, these children were able to demonstrate greater awareness, responsibility, independence, and appropriate interaction in this kind of natural setting."

Patricia Tierney, Marsha Fidoten
and Natalie Apple
THE CHANGING CITY

Taylor Allderdice High School \$900

PROJECT SUMMARY DESCRIPTION (165 students)

- * The high school students in the English and Art classes will write, produce and edit a commercial quality 16mm documentary film on real-life problems in their city neighborhoods.
- * The teachers have developed a detailed curriculum based on reading English literature selections dealing with communities and people's problems.
- * Students will have workshops on film techniques, writing, journal and documentary research assignments, group projects to select a community problem and prepare a script, etc.
- * Examples of situations to be researched include: care of the aged, recreation, safety, group homes.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Mini-Grant funds will be used for two videotapes, supplies for still photography, rental of a 16mm camera and editing equipment and the processing of the 16mm film.

RESULTS

- * This Mini-Grant project turned out to be a very valuable exercise from several points of view. What started out to be a writing exercise, became a process of writing, commercial art, filming, cartooning, and collaboration.
- * The creative writing students developed scripts and storyboards about problems in the community that interested them.
- * The commercial art students then chose from these ideas and set them to slides, and film presentations.
- * Some of the most successful topics presented were a cartoon of Pittsburgh drivers and potholes, and a slide-poetry presentation of autumn leaves in the community.
- * One student involved was selected to present his poetry-slide presentation at an Arts Festival in Harrisburg. This was a very exciting and rewarding result of the project.

QUOTE

- * "The trip to Harrisburg was one of the most exciting events in that student's life. The project was a valuable learning process for all."

Diane Walters
BIOLOGY CLUB

Taylor Allderdice High School

\$100

PROJECT SUMMARY DESCRIPTION (15 students)

- * Mrs. Walters would like to interest more students in Biology.
- * She proposed to organize a Biology Club which would meet one period every two weeks.
- * She will have games such as Blood Flow, DNA Kit, Nautilus Puzzle, and an Energy Kit in order to make the club more interesting.
- * Mrs. Walters is hopeful that the club will be both fun and educational and hopes that the club's activities will attract more students to Biology.
- * Mini-Grant funds were used to purchase a variety of Biology games and materials, supplies used with the games.

RESULTS

- * Ms. Walters purchased a total of thirteen games dealing with biology and the general sciences.
- * They were selected to appeal to both advanced and beginning students, small and large group sizes.
- * Although no students applied for membership to the biology club this year, Mrs. Walters was able to use some of the games for her regular teaching duties.
- * One game was effectively used on numerous occasions, with over one hundred students benefiting from its use.

QUOTE

- * "I remain optimistic that the money spent will return value for the students, but it will take much longer than I thought."

Robert Weet
COMPUTERS AND ACHIEVEMENT

South High School

\$360

PROJECT SUMMARY DESCRIPTION (15 students)

- * This teacher wanted to purchase specific computer tapes to use with low math students.
- * It is Mr. Weet's hope that the tapes will be very useful in General Math and the Project Pass class. He thinks that they provide a unique way of teaching fractions, decimals, areas, percents, etc., to those who have never mastered these concepts as they should have.
- * Mr. Weet suggests that a graphing tape for use with the geometry class, a payroll tape for the business class, and remedial tapes on decimals and fractions could be very useful to students.
- * He also hopes to make the computer available during lunch time so as to entice new students to try the system and use some games tapes.

RESULTS

- * "The tapes I have ordered for my Computer Science Mini-Grant have been terrific!"
- * One of Mr. Weet's former students who took band last year, came into the classroom on his own time to compose music on the computer.
- * Mr. Weet used the Algebra Equation Solving tapes for all the lower-ability students to prepare them for their final exams.
- * Two other teachers utilized the tapes for a day in their classes.

RESULTS (cont'd)

- * "The Mini-Grant has given me a big boost in what I always wanted to accomplish with the computers -- making them useful for instruction."

QUOTES

- * "I'm very satisfied and pleased with the great tapes I have been able to purchase which have turned my computers into real teaching and learning machines."
- * I haven't met a student yet who wasn't at least mildly intrigued by the computers."
- * I'm sure in future years, I will find many, many different ways to use these tapes."

Richard Wertheimer and
William Hadley
MATH RESOURCE CENTER

Brashear High School

\$369

PROJECT SUMMARY DESCRIPTION (35 students per day)

- * This project is aimed at offering students individual attention in learning basic math skills, getting help on homework, reviewing techniques for college boards, etc.
- * The Math Resource Center (MRC) will be open all day long, supervised by a math teacher and open to anyone who needs help.
- * Students will be able to use the MRC during free time, study hall, lunch or during math class (if referred by the teacher).
- * Mini-Grant funds will be used to purchase materials for the Math Resource Center (i.e., paperbacks on math, math-drill question cards, etc.)

RESULTS

- * Some difficulties in the logistics of the Center were encountered during the year. Because of a lack of interest and time in the math department, only the two teachers involved in the project were able to staff the Math Resource Center. Instead of being open all day, the center was open for only two periods.
- * Even with these problems, the project was successful and well-received by the students who did get to use the facility.
- * On the average five students were seen every day. The teachers felt that these meetings were very successful.
- * Students received help with their homework, SAT review, remedial work, and advanced placement work. Most students returned for additional help throughout the year.

RESULTS (cont'd)

- * The future of the Math Resource Center is uncertain at present, because of the staffing and administration problems already mentioned. The teachers plan to continue the individual help in some way next year.

QUOTES

- * "...We did enjoy the individual student-teacher interaction and plan to continue this on an individual basis next year. Thank you for the opportunity to attempt this project."
- * "It helped me a lot on the math course I was taking. I liked the individual attention I received and I could work and learn at my own pace. I received better grades, and it helped me understand a lot better. It also made me like and enjoy math better because I understood it."
(comments from a student)

Sylvia Wilson

Spring Hill Elementary School

\$234

GOOD NUTRITION THROUGH PRACTICE

PROJECT SUMMARY DESCRIPTION (approximately 190 students)

- * In this all-school project, students will prepare simple, nutritious items for breakfasts, lunches, and snacks.
- * The students will utilize knowledge in buying of the basic food groups, consumer knowledge in buying materials and also measurement skills.
- * The objective of this project was to assist elementary school students to make intelligent food choices.
- * Mini-Grant funds were used to purchase cooking equipment and groceries.

RESULTS

- * Because of her schedule, Ms. Wilson was unable to begin her project at the end of 1980-1981 school year. She began her nutrition Mini-Grant in the middle of September, 1981.
- * Ms. Wilson purchased the necessary cooking equipment, and used it on an open rotation system among all the interested teachers at Spring Hill.
- * Some of the simple and nutritious food that were prepared during the school year were: pizza, spaghetti, cookies, tacos, granola cereal, and boiled eggs.
- * The use of the hot plate made the project much safer, than a normal foods unit in school.
- * The children became aware of safety and cooking procedures, and they expressed an interest in the consumer aspects of buying foods economically.

RESULTS (cont'd)

- * They became aware of the benefits and many interesting uses of simple nutritious foods, and they benefited from the hands-on experience of this nutrition project.
- * Ms. Wilson plans to continue her project, involving most of the teachers, in future years, now that she has the proper equipment.

QUOTE

- * "We feel very lucky to have it (the equipment) there."

Shirley York
AEROSPACE CLUB

Prospect Middle School

\$447

PROJECT SUMMARY DESCRIPTION (20 students)

- * This science teacher's original objective was to promote greater interest in science and physics, especially with girls and minority students.
- * In March, 1981, an Aerospace Club was developed. Sixth and seventh grade students met after school every Tuesday and Friday from 3:00 - 4:15 p.m. Most of the activities centered around the construction and flying of different "flying machines," i.e., the Delta Dart, Estes model rockets and a U-line control plane.
- * Launchings were conducted at special meetings (usually on Fridays) and an activities bus provided transportation home from the launch sight.
- * The students purchased their own rockets (\$2.00 - \$5.00). The teacher furnished all of the equipment and supplies needed to produce a "finished" model.
- * The students were required to keep a notebook, where thoughts, ideas and important information could be organized.
- * Mini-Grant funds were used for construction supplies, transportation and the Delta Dart model kits.

RESULTS

- * All students constructed and completed their own model rockets.
- * On May 22, 1981, thirteen students visited the Greater Pittsburgh ARCS Airfield at Hillman State Park. Mr. Dallas Harford provided an enriching experience for the students. His knowledge of rockets and remote control airplanes held their undivided attention.
- * Ms. York mentioned that she tried to spend a portion of each club period on the engineering aspect of rocketry, but most of the students showed little interest in a formal presentation of scientific theory.

RESULTS (cont'd)

- * After a successful construction and launching of the rockets the students were allowed to design and construct their own rocket. This activity was not as successful as originally hoped because the students needed more building and designing experience. During the Fall, 1981 Aerospace Club, rocket design was the final phase of the students activities.
- * The construction and launching of the "Delta Dart" airplane was the most successful component of the Aerospace Club activities. Ms. York hopes to incorporate the Delta Dart program into her eighth grade scholars science class. She notes that the kit is an excellent hands-on project that can be used to demonstrate the physics of flight. Furthermore, the directions are clear and precise allowing the students to enhance their skills in following directions.

QUOTES

- * "Through your generosity I have equipment on hand that will allow me to continue and upgrade the Aeronautics Club."
- * "In evaluating my project, I realized that some of my goals were not met. But in the process, I've learned and the students have benefited from the experience."

MINI-GRANT PROJECTS

ROUND V

Mini-Grants awarded in January 1982

Mini-Grants Funded by

Total Amount of Grants Awarded - \$9027.00

Number of Projects Awarded - 34

Number of Teachers Involved - 42

UPDATED LIST OF MINI-GRANT PROJECTS

Complete listing of descriptive synopses for these projects to be found on the following pages.

MINI-GRANTS - ROUND V
DESCRIPTIVE SYNOPSES

Jay Angel, Judy Goldfeder,
Sylvia Kunst, Vince Neal, and
Bonnie Richards
PITTSBURGH SOMEPLACE SPECIAL

Reizenstein Middle School

\$400

PROJECT SUMMARY DESCRIPTION (65 students)

- * The main issue this Mini-Grant project focuses on is the limited view EMR Middle School students have of their city. Therefore, this project is designed to make students more aware of the resources of the community and to encourage them to make use of the many opportunities for themselves through "hands on" experience.
- * More specifically, the students will study Pittsburgh, it's culture, recreation, government and ethnic groups.
- * Each month the students will study one of these issue areas and then visit an institution that is representative of the issue (e.g., study of city government - visit City Hall and the Courthouse). The field trips will be documented on 35mm film.

RESULTS TO DATE

- * Ms. Kunst and her colleagues completed their project on schedule in June, 1982. The children thoroughly enjoyed their series of field trips around the city of Pittsburgh.
- * Approximately 50 children accompanied their teachers to several different sites. They became familiar with aspects of Pittsburgh that they were totally unaware of before this project. Their knowledge of the city increased considerably as a result of the project.
- * The group was able to see cultural, recreational, governmental, and medical sites in Pittsburgh. They visited places like City Hall, and were able to see a paramedic team at a local hospital. This Mini-Grant team is in the process of evaluating the results of their project.

Thomas A. Baker
AROUND THE WORLD IN EIGHTY MEALS

Miller Elementary School

\$200

PROJECT SUMMARY DESCRIPTION (approximately 25 students)

- * This elementary school teacher has designed a project that would enable his brain-injured, learning disabled students to learn about the culture, history, art philosophy, language, agriculture, etc. of eight foreign countries through a study of these country's foods.
- * This project also includes establishing pen pals in these countries, displaying coins and studying the native fashion.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Mr. Baker has designed a detailed lesson plan which includes night work assignments on each nation, and a thorough cooking plan schedule.
- * The following nations will be examined: Italy, Mexico, Japan, United States, China, Greece, Germany and France. Examples of menus include, chili, won ton soup, Hawaiian luau punch and burritos.

RESULTS TO DATE

- * Until the end of the 1981-1982 school year Mr. Baker was able to provide social studies, art, mathematics and reading instruction to his BI-LD class at Miller School. His students studied Italy, Japan, Mexico and China.
- * Mr. Baker is compiling a packet of recipes that he and his students were involved in making including: "Mighty Miller Pizza, and "Super Student Spaghetti".
- * For the 1982-83 school year, Mr. Bakers BI-LD class was eliminated. He was, therefore, transferred to Brashear High School where is working as a vocational counselor in Project Liaison Program.
- * He is hopeful that he will be able to complete his Mini-Grant project there.

Jayne Becker
MOTIVATING CHILDREN TO READ

Knoxville Middle School

\$417

PROJECT SUMMARY DESCRIPTION (approximately 140 students)

- * Mrs. Becker plans to purchase a Reading Comprehension series of books, that are designed to supplement an existing reading program with stimulating, lively subject matter.
- * She reports that she has experienced increased student reading when students are interested in the subject matter and are given many opportunities to practice.
- * The publisher also offers representatives to provide free workshops for the use of this series of books.

RESULTS

- * Ms. Becker used the eight Reading Comprehension kits she purchased in conjunction with her usual curriculum of the basal reading series.
- * The kits provided the students with continuous motivation to finish assigned tasks in order that they might use the various supplemental reading cards.
- * Even students who normally were not interested in reading were anxious to read about people currently in the news, cars, motorcycles, aviation, and wild animals.

RESULTS (cont'd)

- * After completing assigned tasks, the students would work on the Mini-Grant kits, and then they were free to explore their favorite interests by getting books out of the library.
- * At least three-fourths of the students did book reports by choice!

QUOTES

- * "My Mini-Grant project was a huge success. It was a marvelous experience; very reinforcing for everyone involved. You can be certain I will be applying for another Mini-Grant in the near future."

Robert L. Berkebile
MINI-SEMINAR IN PULITZER POETS

Schenley High School

\$240

PROJECT SUMMARY DESCRIPTION (approximately 12 students)

- * Mr. Berkebile has designed a project in order to enhance his sophomore scholars students' ability to appreciate poetry and read with expression or in a meaningful manner.
- * This teacher proposes to study the poetry of the Pulitzer Poets who will be coming to Pittsburgh with the Poetry Forum.
- * The students will study and write poems, participate in in-class readings, write about poems and take 2-3 trips to the Poetry Forum.

RESULTS TO DATE

- * Mr. Berkebile is in the last phase of his work on the project. Some of the students were still writing essays and reactions to poems at the end of the 1981-82 school year. Mr. Berkebile is in the process of evaluating further results of the project.

Sylvia Butler
GREENING OF HAZELWOOD

Burgwin Elementary School

\$563

PROJECT SUMMARY DESCRIPTION (approximately 15 students)

- * Mrs. Butler received a similar gardening grant in Round #4. She proposes a project that enables her Project Pass students to grow flowers and vegetables and to study nutrition in plants.
- * This teacher thinks that city children need this experience and she details the many educational aspects of the project. Mrs. Butler is well qualified to instruct students in this area, for she is an experienced gardener and knowledgeable about fertilizing, compost, organic gardening, etc.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Included in this project is a plan to sell plants and seeds in the Hazelwood area, in the hopes of encouraging family and friends to grow more flowers.
- * In her Round #4 final report, she reported that all of her students were previously failures, went on to be on the Honor Roll.

RESULTS TO DATE

- * Mrs. Butler's garden was a tremendous success. Her enthusiasm, green thumb, and the involvement of all her Project Pass students produced a plethora of plants. Some of the most successful varieties were marigolds, impatiens, tomatoes, and squash.
- * There were so many plants, that each of her students took home five or six types of plants and flowers, and they were able to give a plant to many of the students, parents, and teachers of Burgwin School.
- * The success of the garden was matched by the success of the students involved. These Project Pass students, who felt ignored and separate from the main school population, were known as special students who gave plants to everyone, as a result of this project. They were accepted into the group.
- * The study and growth of plants was extended into many other parts of the students' curriculum, with very good results. This project motivated all Mrs. Butler's students to pass in math, make tremendous gains in reading, and they gained expertise in letter and paragraph writing--all because of their greenery project.
- * Mrs. Butler is in the process of evaluating the final results of her project.

QUOTES

- * "I had kids with serious problems--and this project was a haven, a refuge, for them. It was really exciting."
- * "It really made our year. We became 'somebody' in the school."

Etta Jean Carroll

Fairywood Elementary School

\$49

DISCOVERING MATH AND ART IN MACRAME

PROJECT SUMMARY DESCRIPTION (approximately 20 students)

- * This elementary math teacher devised a method by which she could teach math combined with a craft -- macrame.
- * A unit on measurement will be taught to a self-contained 4th grade class through the construction of macrame baskets.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * Other units that will be taught using this method include: sets, division, reading from a pattern, etc.
- * Ms. Carroll taught this project successfully to students in the MAC program of another school.

RESULTS

- * The children successfully learned the measuring and macrame techniques necessary to construct hanging baskets.
- * The children took their baskets home in May, 1982, for Mother's Day, and were very pleased with their products.
- * The macrame baskets were also used in an Ethnic Fair held at Fairywood. Their baskets were very suitable to the Mexican part of the event.
- * The students so enjoyed the macrame activity that they were motivated to finish their class work so they could start working on their baskets.

QUOTES

- * "My students took home their Macrame Hanging Baskets for Mother's Day. What a joy it was for me to see their happy faces!"
- * "On behalf of my students and myself I want to again thank you for giving me the opportunity of teaching my students how to macrame. I know the mothers in the community enjoyed receiving the baskets from their children...."

Marcia Cunningham
ALL ABOUT ME

McKelvy Elementary School

\$150

PROJECT SUMMARY DESCRIPTION (approximately 35 students)

- * Ms. Cunningham's Mini-Grant project was designed to increase her Kindergarten pupils self-awareness and develop a positive self-image.
- * This teacher proposed to achieve this objective by promoting creativity and oral expression through photographing the children in their world.
- * Parental participation is included in the proposal in an effort to involve the parents in the language development of their children.
- * Curriculum details include, photographing each other, a walking field trip to photograph the childrens' environment and an in-school event with parents.

RESULTS

- * A Polaroid camera was purchased and the students took many pictures of themselves during the year.

RESULTS (cont'd)

- * The Kindergarten students were fascinated by the technology of the camera and their curiosity and interest was a positive result of this project.
- * The children assembled "All About Me" books, which had each child's photo on the cover. They were very proud of themselves and their booklets when they presented them to their parents and guests.
- * The class went to Frick Park, in June, for a picnic, and the photos taken there were displayed in the hall at McKelvy.

QUOTES

- * "We have taken many beautiful pictures and the parents as well as the children have been delighted by them."
- * "It has been a wonderful learning experience for the children and one that has truly helped my children to feel better about themselves. We thank you for this opportunity."

Patrick E. Devine
UP, UP AND AWAY

Langley High School

\$216

PROJECT SUMMARY DESCRIPTION (approximately 125 students)

- * Mr. Devine has designed a Mini-Grant project which focuses on the study of the buoyancy of object in our atmosphere. In order to study this concept, this 9th grade Physical Science teacher has planned a curriculum which includes a study of air masses, weather, weather direction, speed and air pressure.
- * Mr. Devine's students will study, prepare and launch helium-filled balloons which will carry a return postcard.
- * This teacher feels that the project will encourage student experimentation.
- * Mini-Grant funds were used to purchase helium, balloons, and the necessary supplies to send messages with the launch.

RESULTS

- * The classes successfully launched their balloons in May 1982 as per schedule. They have received replies from such areas as McKeesport, West Mifflin, Munhall, Squirrel Hill, East Brady and Ruffsedale.
- * The students had an extensive pre-lab to prepare for the lab, and a post-lab for evaluation purposes. The important concepts in the study of buoyancy were mastered, resulting in the successful launch.

QUOTE

- * "We would like to thank the Allegheny Conference for the Mini-Grant.... It resulted in an excited, interested series of launches by all of my classes."

Melinda DeRocco, Carol Hicks,
and Karen Kelso

Liberty Elementary School

\$245

INDIVIDUALIZED READING USING PEER-TUTORING

PROJECT SUMMARY DESCRIPTION (72 students)

- * This Mini-Grant project involves the establishment of a SRA center in one elementary classroom and involvement of peer-tutors.
- * The teachers express the need for an enrichment, individualized reading program to strengthen such skills as comprehension, study skills, problem solving, listening and vocabulary development in their elementary pupils. They also suggest the need to develop positive social interaction between children.
- * The SRA center would be used in addition to the regular reading curriculum, while peer-teaching and cooperative efforts between students will help develop responsibility, a concern for one another, and an improved self-image.

RESULTS

- * The third-grade "tutors" were instructed in the proper use of the S.R.A. reading materials. Since they had already worked successfully with them, emphasis was placed on the proper and careful use of the kits, and the helping and supporting role of the tutor.
- * Students were then matched with regard to personality and ability, and the third-grade tutors were introduced to their second-grade tutees. This introduction period was closely supervised by teachers, and their reading work was closely monitored.
- * The tutors and tutees met twice a week, during the last month of the school year. The children would get their materials, find a space in the hall to work, and complete their tasks.
- * The tutors were flexible enough to allow their tutees to develop independence and to provide assurance and guidance when necessary. The interaction between tutor and tutee was quiet and always positive.
- * The interaction between grade levels was beneficial to both groups -- the older children gaining a sense of responsibility, and the younger children gaining assurance in mastering a new task and an appreciation for the role of tutor, which they can later assume.
- * The teachers are anxious to continue the tutoring program next year, and to hopefully expand it.

QUOTE

- * "We were impressed with the smoothness of the transition between phases of the program and with the excellent student behavior which was observed."

Jack Doyle

Knoxville Middle School

\$200

USING THE NEWSPAPER IN THE CLASSROOM

PROJECT SUMMARY DESCRIPTION (approximately 14 students)

- * Mr. Doyle proposed the use of a newspaper as a tool through which his Project Pass students could learn basic academic skills (English and Math).
- * His project involves using newspapers every Monday for five months to teach these skills. At the conclusion of this unit, the students will be able to identify major parts of the newspaper, major vocabulary associated with the newspaper, and will be required to construct and submit a newspaper scrapbook which will include all parts of the newspaper.
- * Mr. Doyle also plans to invite six visitors from the Post-Gazette to the school and to take his pupils on a tour of the Press. (Cost for renting the bus is not included in the Mini-Grant).

RESULTS TO DATE

- * Mr. Doyle's students have been actively involved with many aspects of the newspaper during the second semester of the school year. They have concentrated on such topics as the front page, editorials, features, the inverted pyramid-style of newspaper stories, and defining different types of news.
- * They have engaged in such activities as making cartoons, assembling coupon books from newspaper samples, and tour the Pittsburgh Post-Gazette. The tour enabled the students to see a newspaper being made from start to finish, and they were treated to a lunch downtown by a grant from McDonalds.
- * Mr. Doyle has found the project very worthwhile this year, and plans to continue many of the same activities with his students during the first half of the next school year.

M. Lyn Engelhardt
THE REWARD PLAN

Phillip Murray Elementary School

\$50

PROJECT SUMMARY DESCRIPTION (approximately 25 students)

- * This Mini-Grant project is designed to replace detention with a form of positive reinforcement.
- * Students who practice good behavior, such as following class rules, will be rewarded with a special event once a month.
- * The after school party will include games, music and nutritional snacks.

RESULTS TO DATE

- * Response to the parties was very positive. The children looked forward to each occasion, and helped add point to see "who's invited".

RESULTS TO DATE (cont'd)

- * The percentage of children who were invited to each month's party increased from 56% in January to 96% in May-June. This final party was a celebration of the students' promotion to middle school.
- * The children were very interested in card games and music. Since these expenditures have been minimal, Ms. Engelhardt plans to continue the "Party Plan" with her next year's group.

Marian Fast
OPERATION SUCCESS

East Hills Elementary School

\$300

PROJECT SUMMARY DESCRIPTION (approximately 200 students)

- * The objective of this project is to insure that children have an opportunity to succeed at a task the first time it is explained or directions are given. Quick, legitimate successes are a delight to the child and a good self-image builder.
- * A block of time will be set aside once a month to give groups of children instruction in an activity that is easily learned and in which they can all have success.
- * Teachers, aides, and volunteers will teach these sessions, such as rug hooking, puppetmaking, cooking, needlepoint and chalk design.

RESULTS

- * In the Spring of the school year, four entire mornings were set aside for "Operation Success" for the children in grades one, two, three, and Project Pass.
- * The students were broken into small groups, and given instructions in how to do something in which they could succeed. Some of the activities they engaged in were collage making, aerobic dancing, hopscotch, weaving, silhouette making, cooking, stitchery, games, nature crafts, ballet, french dances, checkers, and placemat making.
- * Each child had two different classes each session, enabling him/her to have a total of eight different "Operation Successes".
- * Ms. Fast feels that the project was very successful for the following reasons:
 - The children's interest and anticipation to participate in the sessions,
 - Children use the skills they learned on the playground and in the classroom,
 - Positive social interaction in a freer atmosphere where conversation was allowed and encouraged,
 - Children taking pride in their finished products,
 - Parent and staff involvement of a very positive nature. Parent volunteers looked forward to helping the school children and the staff was enthusiastic for the break in their regular schedule.

RESULTS (cont'd)

- * One example of success in the project--A child who was having trouble adjusting socially, was walking down the ramp after a morning session, and he was heard to say to himself, "Boy, did I have a good time! Boy, did I have a good time!"

QUOTE

- * "We, the staff and children of East Hills, wish to thank the Mini-Grant Committee for funding us in what we deem to be a highly successful 'Operation Success'".

Gayle Forsythe
CITY MEETS THE SUBURB

Horace Mann Elementary School

\$257

PROJECT SUMMARY DESCRIPTION (86 students)

- * This Mini-Grant project proposes to incorporate a Social Studies unit on "American Communities" with academic and personal experiences between 3rd grade students at Horace Mann and 3rd graders at McKnight School in North Allegheny.
- * In order to more effectively expose the students to the meanings of such terms as residential, urban, suburban, social and cultural, students at both schools will involve themselves in pen pal writing, class letters, photos, questionnaires, interviews and map making. (Mrs. Forsythe has arranged with a 3rd grade teacher at N. Allegheny to participate in this program).
- * In the spring, Horace Mann students will visit the McKnight School and see parts of that community such as North Park and participate in the nature study with the park Naturalist. North Allegheny students will visit Horace Mann School and see the Allegheny Observatory and Three Rivers Stadium.

RESULTS

- * After interesting the personnel at McKnight School in the project, small group pictures were taken of the Mann third-graders and were sent, with a cover letter of introduction, to the class at McKnight.
- * The students involved completed personal interest questionnaires and were assigned pen pals. Ms. Forsythe made personalized stationery for her students and they learned the mechanics of letter writing. Both classes then exchanged group pictures. The children were very enthused with the correspondence and exchanges.
- * The children studied maps of each of their communities, and how they were interrelated. The suburban students came to meet their urban friends in May, when they toured Buhl Science Center, the Aviary, and picnicked in West Park. Many Students responded very openly, while a few others were more hesitant and less communicative.

RESULTS (cont'd)

- * In June, the Mann students visited the McKnight School, where they worked, played and ate lunch together. Ms. Forsythe presented a slide show to the students and staff involved at McKnight, entitled "At Mann We Can". Most of the children on this field trip interacted very positively.
- * One such relationship occurred between a McKnight boy and his Mann pen pal. The suburban boy expressed his surprise that his urban friend was black. Through the months of letter-writing, the two boys grew fond of each other, and the Mann student wrote in his final letter, "You were good to me," indicating that both children had a positive experience.

QUOTE

- * "I believe that my city students benefited from the written exchange and personal encounter with the suburban children. On behalf of the Mann third-graders, I thank you for making it possible for the city to meet the suburb."

Richard Gibson
ELECTRIC GUITAR STUDY

Pittsburgh High School for the Creative
and Performing Arts

\$400

PROJECT SUMMARY DESCRIPTION (19 students)

- * Mr. Gibson is the guitar instructor at C.A.P.A. and has planned a project for his students to 1) learn about the technical aspects of this instrument (e.g. wiring, electrical trouble shooting, neck, bridge, harmonic setting, etc.): 2) learn through lecture/demonstration format the latest in guitar effects, custom pick-ups, etc. and 3) assemble an electric guitar from a kit.
- * Mr. Gibson's objective is to educate his students in the purchase, make-up and use of superior guitar equipment.

RESULTS

- * Mini-Grant funds were used to purchase a Guitar Kit for the students to help assemble, and for the lecture and demonstration services of John Behrens, owner of a specialty guitar shop.
- * The students learned the proper terms, and skills necessary to construct and to repair a guitar. The students are now able to replace defective parts on their own instruments or to add custom parts.
- * Mr. Gibson's students also gained valuable insight into the technical aspects of their instrument.
- * The guitar teacher now has another instrument for his program.

QUOTE

- * "The project was very successful. Thanks again."

Mary Ellen Hamrock
NEWSPAPERS IN EDUCATION

Brashear High School

\$36

PROJECT SUMMARY DESCRIPTION (90 students)

- * Ms. Hamrock proposed to use newspapers in her math classroom to present such concepts as ownership, insurance, taxes, banking and comparative shopping.
- * This math teacher thinks that the use of newspapers in relation to math is one way to make math applicable to everyday life.
- * One day a week, the students will use the newspapers in three or four activities the teacher has planned.
- * Ms. Hamrock developed a month-by-month outline of her curriculum.
- * This teacher administered this same project as part of the Round #3 Mini-Grant award and reported great success. She said student enthusiasm was very high.
- * Mini-Grant funds will be used to extend the project for nine additional weeks.

RESULTS

- * Students learned to read and understand the "apartment for rent", stock exchange, and commodities sections of the newspaper. They also began to differentiate between different kinds of advertisements.
- * Another project was seeing and interpreting line, bar, and circle graphs.
- * The newspaper project was successful again in adding another dimension of application to math students. Ms. Hamrock hopes to continue using the newspaper in her math classroom in the future, if possible.

QUOTE

- * "Success again! The students reacted favorably to doing newspaper related activities in the classroom setting."

Joseph Kennedy III
ROOMNASTICS

Greenfield Elementary School

\$219

PROJECT SUMMARY DESCRIPTION (150 students)

- * This elementary music teacher proposes to use a "Roomnastics" approach to teaching music to his K-2 music classes.
- * The students will receive instruction designed to enhance body movement listening skills and the relationship of musical concepts to physical activity within a limited area of classroom space. A variety of recorded illustrations will permit the primary student to discover the joys of musical exploration and physical fitness.

RESULTS TO DATE

- * Mini-Grant funds were used to purchase a wide assortment of record albums, and a song book to use in Mr. Kennedy's "Roomnastics" classes.
- * Because of scheduling, Mr. Kennedy started his project at Dilworth Elementary School, his other assignment, with the first grade class there. He then introduced his program at Greenfield, after working out the problems and making necessary adjustments in his roomnastics concept.
- * After visiting the project in the Spring, 1982, Jane Burger, Program Director, expressed her opinion of the "Roomnastics" progress. "I was very impressed with your students' knowledge and participation. Each and everyone seemed well prepared for the upcoming show."
- * Mr. Kennedy is in the process of evaluating the results of his "Roomnastics" project from this year, and he plans to continue his idea with his next year's primary classes.

Judy Kline

Greenway Middle School

\$245

COMMUNITY RESOURCE DIRECTORY (CRD) SLIDE-TAPE PROGRAM

PROJECT SUMMARY DESCRIPTION (indefinite number of students)

- * Mrs. Kline, the Librarian at Greenway, has helped develop the Community Resources Directory, a booklet which lists over 100 area businesses, historic sites and agencies which offer speakers or tours. Each school gets one or two copies of this directory, placed in the library. Mrs. Kline says that this directory gets very little use.
- * The current Mini-Grant project is to develop a slide/tape presentation which would be available through library services to effectively publicize the Community Resources Directory.
- * Mrs. Kline would interview and photograph personnel from places listed in the directory and attempt to convey to the audience the willingness of the Pittsburgh community to offer a vast range of supplementary educational experiences.
- * The fifteen minute slide/tape show would be produced in-house with the assistance of free consulting services from area photographers.

RESULTS TO DATE

- * To date Ms. Kline has the whole script written for the CRD slide/tape presentation. She expects to tape the presentation in early September, 1982.
- * Once the presentation is complete it will be catalogued through the library services to the Pittsburgh Public Schools. It will be available for use by Pittsburgh Public Schools principals and librarians.

Nancy Kuhn and Marianne Kaib
SCHOOL NEWSPAPER/NEWSLETTER

Lemington Elementary School

\$250

PROJECT SUMMARY DESCRIPTION (330 students)

- * These two teachers propose to print a school newspaper/newsletter in order to encourage school writing and to communicate with parents about upcoming school events. Both areas would be incorporated into one printed medium called the "Lemington Cougar" and published each month by students and advisors.
- * Ms. Kuhn and Ms. Kaib detail a complete plan of appointing classroom reporters, gathering articles monthly and encouraging writing activities in the classroom.

RESULTS TO DATE

- * Ms. Kuhn and Ms. Kaib, along with their students and staff, started printing their Newspaper/Newsletter, "The Lemington Cougar" in December 1981.
- * Reaction to the project has been very positive so far. The staff is pleased at the student and parent response, and are working each month to improve the contents and appearance of the paper.
- * The project will continue into the 1982-1983 school year.

Theresa Lach

Langley High School

\$330

PRACTICE MATERIALS FOR LEARNING DISABLED

PROJECT SUMMARY DESCRIPTION (45 students)

- * Ms. Lach is the Learning Disabilities teacher for approximately 45 students at Langley. She describes a need for developing individual materials for each of these children on a variety of different levels and subject areas. She also describes a need to reduce the embarrassment for some of the students who need to practice low level skills in the presence of other, sometimes younger, students.
- * The problem of providing responsive practice materials on a variety of subjects and levels in an efficient, organized, ungraded and individualized manner is addressed by this project.
- * Ms. Lach has devised a series of booklets and filing systems which she feels will provide a responsive, unlimited supply of practice materials.

RESULTS TO DATE

- * Since the on set of her project, Ms. Lach and her students have found the individualized teaching materials of great use.
- * The students appear to be much more comfortable with this method, as it leads to less frustration and embarrassment.

RESULTS TO DATE (cont'd)

- * Ms. Lach reports that she will continue to code and file more educational materials until the term of the Mini-Grant project is complete.

Margaret Lindquist
AN INTRODUCTION TO ORIENTEERING

Beltzhoover Elementary School

\$128

PROJECT SUMMARY DESCRIPTION (20 students)

- * The primary objective of this project is to interest the 5th grade students in advanced skills of map reading and orienteering (compass reading, directions, etc.)
- * Since Beltzhoover is a newly integrated school, this project offers good academic/social activities where the students have to cooperate.
- * The curriculum plan details indoor/outdoor activities and a final mini-orienteering walk in the school neighborhood. The project also includes teacher developed materials and parent involvement.

RESULTS TO DATE

- * Students were divided into groups of ten, and received a weekly period of instruction from February to June, 1982.
- * Some problems were encountered because of the large size of the group, and some construction work at the school. Sessions that were planned for the school playground were moved to the basement of the building because of the repair work.
- * One compass was broken, and the children quickly learned to be more careful in handling the instruments.
- * The positive results of the project were numerous. Some of the children picked up the use of the compass so quickly that it was necessary to replan some of their activities. These students became peer-tutors for those slower students in the group.
- * Students became more aware of direction and distance.
- * There was an unexpected increase in circulation of library books related to land, landforms, and outdoor activity.
- * Students became more aware of career options open to those with the orienteering skills they were learning.
- * Most important to Ms. Lindquist was the relation of the compass to the children's geometry lessons. The students identified a relationship between their compasses and the use of the protractor.
- * Mini-Grant funds were used to purchase compasses, trail materials, and a guide book. Ms. Lindquist plans to continue her project next year.

Margaret A. MacDonald
FAIRYWOOD DRAMA CLUB

Fairywood Elementary School

\$400

PROJECT SUMMARY DESCRIPTION (approximately 60 students)

- * Ms. MacDonald and a school volunteer proposed the development of a Fairywood Drama Club as an extra-curricular activity for students. It is hoped that involvement in this club would give the students an opportunity to develop the skills of expression and stage movement.
- * The club will meet once a week after school to prepare for two theatrical presentations (May and December). The plays will be presented to the school community as entertainment for a hospital and other community groups.

RESULTS TO DATE

- * Ms. MacDonald and the parent volunteer began organizing the drama club at Fairywood, during the Spring of 1982.
- * There were a few misunderstandings and scheduling conflicts and, by the time these difficulties were resolved, it was too late to reorganize and present a production in the Spring.
- * Ms. MacDonald will be actively involved in all facets of the Drama Club, and she plans to present a production in November, 1982. The club will add to the original members as the student enrollment increases.

Richard Mascari
GREENWAY ETHNIC FAIR

Greenway Middle School

\$245

PROJECT SUMMARY DESCRIPTION (approximately 140 students)

- * As a result of student apathy and lack of interest in Social Studies classes, this teacher proposed a project that would help "Bring other parts of the world alive".
- * Mr. Mascari and other staff members at Greenway propose an interdepartmental Folk Festival with a concentration on Mediterranean countries. A small festival was carried out last year with teacher donations and evidenced terrific results.
- * The program will consist of ethnic dances, food demonstrations, art and a student developed slide show and skits. The festival will involve the whole school and be presented at a PTA meeting.
- * This Mini-Grant project will also include speakers from the World Affairs Council, the University of Pittsburgh Department of Eastern European Studies and field trip to the Pittsburgh Folk Festival.

RESULTS

- * Mini-Grant funds were used to purchase film and photographic materials, fabric for various costumes, food, and for the expenses of the speakers

RESULTS (cont'd)

at the festival.

- * The program had several impacts which were readily identifiable. Students who were low achievers in Mr. Mascari's class began to show progress in his class and their other classes as well.
- * One of the students involved received a scholarship for a dance school, as a result of her part in the festival.
- * The students were provided with opportunities to perform at other schools.
- * The wide range of activities--dancing, food, art and slide show, and speakers--was viewed with pleasure by those who attended the "Ethnic Fair".

QUOTES

- * "Thank you so much for believing in my ability and providing us with the grant!"

William T. Perry
ART PARTNERING

Banksville Middle Grade Scholars
Center

\$277

PROJECT SUMMARY DESCRIPTION (approximately 100 students)

- * The intent of this project is three-fold: First and foremost, to stimulate, nurture, and enhance divergent and creative thinking on the part of his students; Second, to develop a partnership between industry and the Pittsburgh Public Schools - specifically the art departments; Third, to offer these industries the opportunity to see their scrap and waste by-products used as art materials.
- * Mr. Perry proposes to solicit scrap and waste materials from local companies via letter and telephone.
- * Once these materials are acquired (Mr. Perry will pick them up), he will encourage his students to brainstorm ideas (explore, modify, question and experiment) for use, keep a photograph journal of successes and failures and assemble the results in a brochure for distribution to companies and other art departments.

RESULTS TO DATE

- * During the Spring, 1982, Mr. Perry sent letters requesting materials to prospective companies. Several "Art Partnerships" have ensued because of these letters.
- * Mr. Perry also got access to a list of companies which have been cooperative with their scrap materials, expanding his possibilities for contracts.
- * Mr. Perry is gathering the remaining materials over the summer, establishing direct personal contacts with the involved companies.

RESULTS TO DATE (cont'd)

- * He plans to work all of these scrap materials into his art program in the Fall, 1982.

Barbara Peterson
NEWSPAPER CLUB

East Hills Elementary School

\$200

PROJECT SUMMARY DESCRIPTION (12 students)

- * This project is designed to provide students with opportunities for writing experiences by forming an after school newspaper club.
- * The teacher hopes to instruct and motivate the students in essential language arts skills. The students will gain experience in interviewing techniques, written skills, editing, newspaper layout, illustration, etc.
- * The twelve students will write articles about school and community people, school events, science, humor, etc. and the newspaper will be issued to all students three times during the term of the grant.

RESULTS

- * Mini-Grant funds were used to purchase supplies such as stencil and ditto masters, paper, ink, and some additional typing services needed to produce the E.H.N.C. Report. (East Hills Afterschool Newspaper Club Report)
- * Three volumes of the newspaper were produced during the 1981-1982 school year, one each in March, April, and May.
- * The newspaper club members grew in their writing skills, expanded their horizons and had fun with the newspaper.
- * The third, fourth, and fifth-graders were involved in such activities as writing stories, poems, puzzles, interviews, cartoons, and illustrations.
- * The club members also learned how to type, edit, revise, and layout a newspaper.
- * The style and quality of the E.H.N.C. Report improved with each successive issue.

QUOTE

- * "...We thank you and the Conference for the Mini-Grant received for our newspaper and the confidence our students obtained in their club activities. We hope our activities will be an investment for the futures of our students, thanks to your organization's support."

BEECHWOOD SCHOOL VISITATION PROJECT

PROJECT SUMMARY DESCRIPTION (approximately 70 students)

- * This Mini-Grant project, a slight variation of a project conducted last year, is designed to encourage learning and sharing experiences between the young and the elderly.
- * Ms. Plake, the Beechwood Music teacher, requested mini-grant funds to support the visits of her students to the Congregational Home for the Aged in Pittsburgh, PA. While at the Home, the students will present a musical program.
- * Residents of the Home will visit the school, have lunch and attend the Spring Talent Show.
- * Included in the Mini-Grant is a project for the Red Cross Club to visit the patients on a regular basis and for "Issues on the Elderly" to be incorporated into the classroom.

RESULTS

- * Several teachers and school organizations participated in the visitation project. The Red Cross Club, The Beechwood Chorus, the Bell-Aires, the school social worker, principal, assistant principal, and the teacher-sponsors of the Red Cross Club were involved, as well as the music teacher, Ms. Plake.
- * The Red Cross Club visited the Congregational Center for the Aged in March, 1982 where they invited the residents to visit and tour their school, have lunch and view the Beechwood Talent Show. The students were then given a tour of the Center by its residents. The director of the Center, and the residents were very enthusiastic about the visit.
- * The residents then visited the school, as planned. Another visit to the Center in April resulted in a musical performance being given there in May. The show, "Round-Up Time for Making Friends" had a western theme, and was very well received by all who attended.
- * The students then repeated their performance at Marian Manor, with similarly delightful results.
- * A final visit was made to the Congregational Center, in June, at which time the children presented a cake and gifts to a couple celebrating their 65th Wedding Anniversary there. Light refreshments were provided by the Center, and everyone participated in a sing-along.
- * These activities were beneficial to the pupils and the elderly residents involved. The students looked forward to each visit, and were made more aware of the needs of the elderly and their constricted lifestyle. The residents also looked forward to the visits and appreciated the attention and entertainment very much.

QUOTES

- * "We believe the activities of the project were beneficial to our pupils and the residents."
- * "It had been quite some time since some of our people have been in elementary school. They were delighted with, not only the eager hospitality of the students, but their creativity--in the classroom and onstage in the talent show. Thank you for all of your help...."
(Pam Van Siclen, Activity Director, The Congregational Center)

Peter Porro

Perry Traditional Academy,
Carrick High School, and
Connelley Vocational Center

\$268

S.T.E.P.S. (STAIRWAY TECHNIQUES ESTABLISHED PURPOSEFULLY FOR STUDENTS)

PROJECT SUMMARY DESCRIPTION (approximately 84 students)

- * Mr. Porro is the construction instructor and states that there is a need to develop a method of instruction to simplify the measurement of stairway construction. He states that there are no specific instructions in available carpentry books and few beginning journeymen carpenters have this skill.
- * Mr. Porro has developed a system to teach this, as a result of his long teaching experience and his work with the Apprentice Program for the Builder's Association.
- * The outcome will be a new instructional method to teach this needed skill.

RESULTS

- * Mr. Porro's method of construction stairs is an easier, more precise, and less time-consuming method than most students have learned in the past.
- * The competencies of students who participated in Mr. Porro's activity follow:
 - Ability to measure from finish floor to finish floor for the total rise,
 - Converting the measurement into units,
 - Dividing the measurement, in units, into the proper amount of steps,
 - Identifying a rise,
 - Identifying a tead,
 - Calculating an individual rise,
 - and Calculating their own "Stairs Table" for further reference.
- * Mr. Porro's technical advances were so successful that he plans to have his S.T.E.P.S. manual published, and used as an official carpentry technique.

Francis Schlosser
LONG RANGE AUDIO AND VISUAL COMMUNICATIONS

Chatham Elementary School

\$400

PROJECT SUMMARY DESCRIPTION (approximately 60 students)

- * Mr. Schlosser, a 5th grade teacher at Chatham Elementary School, has devised a communications project between Chatham and Northview Heights Elementary School which can be seen across the East Street Valley. There is a 5th grade teacher at Northview Heights who will be Mr. Schlosser's counterpart.
- * This project involves the use of a variety of methods of communication, both audio and visual (e.g., mirrors, lights, walkie talkies, signals and morse code).
- * At each school, the project will involve library work, writing, study of morse code and involvement with the art class in developing signs and signals.

RESULTS TO DATE

- * The two schools, Chatham and Northview, have been communicating every two weeks at specific times, throughout the Spring, 1982.
- * Binoculars were used in early spring, when visual contact was possible because of the limited ground cover. In later spring, the students communicated by using C.B. Radios.
- * Mr. Schlosser and the students involved have developed a general information line about school current events, a grid system to see if each school can understand and perceive a picture, and a good rapport between the involved persons.
- * Some difficulties encountered were in school scheduling, and some technical interference (C.B.) and weakening batteries on the equipment.
- * Mr. Schlosser had hoped to have the students visit each other at the end of the school year. He plans to continue the project in Fall, 1982, with new students becoming involved.
- * Mr. Schlosser hopes that the new students can add new ideas to the communication project, that will mix with the spirit of cooperation already exhibited by his Spring students.

Anthony Sgattoni
TRAINING THE EYE

Schenley High School

\$500

PROJECT SUMMARY DESCRIPTION (approximately 35 students)

- * The primary goals of this Mini-Grant teacher's project are to teach students about the process of picture taking and picture making, make them aware of employment opportunities available in the fields of photography and filmmaking and to enhance the students' abilities to see and express themselves creatively through the medium of film.

PROJECT SUMMARY DESCRIPTION (cont'd)

- * The project would be conducted jointly with the Pittsburgh Film-Makers and would consist of a five part training session for the journalism and photograph students.
- * The sessions would be held at the school and at the Film-Maker studios.
- * Mr. Sgattoni has detailed a curriculum including use of equipment, dark-room procedures, movie and slide production, etc.

RESULTS TO DATE

- * Mr. Sgattoni is pleased to report that his photography project was a great success. He and his students were able to walk to the photography studio near Schenley to participate in five workshops during the second semester of the 1981-1982 school year.
- * The students attended demonstrations, and then participated in activities in taking and developing good photos. The aspect of photography that most impressed the participants was their ability to capture a single moment on film, and develop the results into a photograph. They were able to walk through Oakland, equipped with a "photographic eye" and take pictures of their surroundings. One especially good photo showed a lone figure in a maze of buildings, in the Oakland area.
- * As a result of these workshops, five of the students are now very enthusiastic about photography, and are working on the school year book, newspaper, and other school projects. Mr. Sgattoni is trying to encourage the staff at Schenley to use school funds to improve the photographic facilities, as a result of the interest generated by this project.
- * Mr. Sgattoni is now in the process of evaluating the results of his project.

Loretta Roseann Sullivan

Colfax Elementary School

\$400

COLFAX IS SOMEPLACE SPECIAL BOOKLET

PROJECT SUMMARY DESCRIPTION (approximately 100 students)

- * This Mini-Grant project has been developed in an effort to encourage student writing and school spirit.
- * The teachers interest is in producing a book of student essays on the unique aspect of school life at Colfax. This booklet is part of a larger project which involved teachers, students and parents examining the school's past, present and future in order to promote the school.
- * Parents of new and prospective students as well as realtors and civic leaders in the community will be invited to this project's culminating activity, "Colfax is Someplace Special Day", which will be aimed at recruiting new students.

RESULTS

- * Five hundred copies of the thirty-page booklet, "Colfax is Someplace Special" were printed in the Spring, 1982. Included in these booklets were the history of Colfax School (dating to 1868), and various work submitted by the primary-grade students at Colfax.
- * The positive attitude toward Colfax was very evident in this booklet. One such example was submitted by a fifth-grade student
- "Colfax People"

They say Colfax is number one,
But that's not true.
Colfax people are number one,
And Colfax is number two.
- * Booklets were given to all present and prospective students at Colfax. Booklets were also given to approximately 50 parents who attended a program at the school in April, 1982. The purpose of this meeting was to interest and attract the members of the Colfax community into attending the school, and to promote positive public relations.
- * Because of the escalating costs of neighborhood private schools and the proximity of Colfax to local colleges and universities, the school receives many visitors. Booklets are also distributed to these persons.

QUOTE

- * "The grant which made the publication of our booklet possible has helped us publicize unique aspects of our school from the perspective of our students. We feel it has been a most beneficial project for our school."

Donnafrancine Tisdale
THE*STAR/SCHOOL NEWSPAPER

Rogers School for the Creative and
Performing Arts

\$400

PROJECT SUMMARY DESCRIPTION (approximately 250 students)

- * Mrs. Tisdale has proposed the establishment of a school newspaper to be used as an expressive media for the talents of the students and for the purpose of disseminating information about the activities and productions of the school.
- * Other components of this project include a workshop with a staff member of the "Pittsburgh Press", and participation in a Duquesne University workshop.
- * The finished newspaper will be entered in the Annual Critique, sponsored by the Columbia Scholastic Press Association.

RESULTS TO DATE

- * To date, Ms. Tisdale's students have published 10 issues of The*Star and expect to publish one each month for the balance of the Mini-Grant term.
- * There are 29 students actually working on the newspaper.

RESULTS TO DATE (cont'd)

- * The*Star won third place honors at the Duquesne University School of Journalism contest. Ms. Tisdale and her students feel particularly proud because theirs was the only school that won in their age and school-size category. They hope their newspaper will win first place honors this year.

APPENDIX "A"

Mini-Grant Cycle

1. The Mini-Grant Program Director introduces the Mini-Grant Program, its description, purposes and procedures at two principals' meetings per year, Fall and Winter. Building principals are asked to encourage their teachers to apply.
2. Information is disseminated to all teachers via posters, brochures and applications. The Program Director makes herself available to faculty and individual teachers at their meetings to discuss the Mini-Grant Program and to answer questions. (See APPENDIX A for Public Relations, Communications and application information).
3. Teachers submit an application for a Mini-Grant Award prior to the deadline specified on Mini-Grant posters.
4. The Mini-Grant Program Director reviews each application, calls each applicant to give them an opportunity to speak with her directly and to clarify the information supplied in the completed Mini-Grant application.
5. The Mini-Grant Committee meets twice a year to make the awards. The Committee is composed of educators and private and public sector community leaders. (See THE MINI-GRANT REVIEW COMMITTEE for the list of committee members).
6. Once a grant is awarded to a teacher or group of teachers, they are responsible for carrying out the project. Grants are made in the form of a personal check and sent to each Mini-Grant Project teacher. Recipients are asked to keep a record of their expenditures and receipts of all expenses. The Education Fund Program Director attempts to visit every Mini-Grant Project during the year of the award. The Project teachers are asked to submit written interim and final reports, slides when possible, and a complete expense statement justifying all transactions and remaining funds.
7. Follow-up activities include contact with each Mini-Grant teacher. Files are developed for each new project. The files contain all application information, correspondence, notes on problems and extra activities. Many Mini-Grant Project teachers call the Mini-Grant Program Director to report on their projects and/or ask questions.

Selection Criteria

The Mini-Grant applications are reviewed by the committee on a competitive basis and a limited number of grants are made. The committee reviews each application using the following criteria:

- * Is the statement of the proposed project clear?
- * Are the objectives clearly stated? Are they realistic and attainable? Are they worthwhile?
- * Are the procedures to be followed clearly described? Are the methods to be attempted, needed materials, resource personnel, a tentative schedule and completion date specified?
- * Are the plans for evaluating the project suited to the nature of the project?
- * Is the budget request reasonable and sufficiently detailed?
- * Is the proposed project innovative and educational? Is this a new project (as opposed to similar projects in progress?)
- * Does the project have promise of benefiting students in the school in which it is being conducted or in the Pittsburgh Public School system as a whole?
- * Are the schedule and completion dates realistic?

Based on their review, the Mini-Grant Review Committee will take one of three actions:

- (1) approve an application for funding,
- (2) return the application with suggestions for resubmitting, or
- (3) disapprove the application.

Application Process

1. Each applicant is asked to complete the Mini-Grant Application Form. The building principal is asked to sign the application so as to insure the principal's awareness of the grant's submission.
2. Once the application is received by the Mini-Grant Program Director, an acknowledgment letter is sent to each Mini-Grant Project teacher indicating the date of the review meeting.
3. The Program Director then reviews each application and contacts each Mini-Grant teacher for clarification of their application.
4. The Mini-Grant Review Committee meets to review the applications and award the grants. Letters are then sent to all applicants informing them of the Committee's decision. Letters are also sent to appropriate principals and administrators indicating teachers and projects receiving awards.
5. For all of the funded projects, meetings are held between the Mini-Grant Project teacher and the Mini-Grant staff to discuss start-up, recording, etc.

To: Pittsburgh Public School Teachers

From: Mini-Grant Committee

Re: Mini-Grant Applications for 1982 Mini-Grant Applications for 1983
Fall Deadline: October 25, 1982 Winter Deadline: February 10, 1983

Thank you for your interest in the Mini-Grant Program. The information that you will include in the attached application form will provide the Mini-Grant Committee* with the data it needs to make a judgment regarding the possible funding of your project.

Please note that on the front page of the application form there is a signature required from your building principal or supervisor. This signature ensures that appropriate administrative personnel are aware of your submission of the grant application.

Applications will be reviewed on a competitive basis and a limited number of grants will be made. The deadline for the submission of the Fall grant application is October 25, 1982. The winners for this round of Mini-Grants will be announced in December, 1982. The deadline for the submission of the Winter grant application is February 10, 1983. The winners for this round of Mini-Grants will be announced in March, 1983. Grants must be expended within one year of the date of their award. The committee will review each application using the following criteria:

- a. Is the statement of the proposed project clear?
- b. Are the objectives clearly stated? Are they realistic and worthwhile?
- c. Are the procedures to be followed clearly described? Are the methods, needed materials, resource personnel, a tentative schedule, and completion date specified?
- d. Are the plans for evaluating the project suited to the nature of the project?
- e. Is the budget request reasonable and sufficiently detailed?
- f. Is the proposed budget innovative? Is this a new project (as opposed to similar projects in progress)?
- g. Does the project have promise of benefiting students in the school in which it is being conducted or the Pittsburgh Public School system as a whole?

Based on their review, the Mini-Grant Committee will take one of three actions: (1) approve an application for funding, (2) return the application with suggestions for resubmitting, or (3) disapprove the application.

The implementation of the Mini-Grant Program is made possible by grants from the Claude Worthington Benedum Foundation, the Westinghouse Electric Corporation and the Henry C. Frick Educational Commission.

*The Mini-Grant Committee includes: John Allison, Bell Telephone Company, David Bergholz, Allegheny Conference on Community Development; Alice Carter, Urban League; Albert Fondy, Pittsburgh Federation of Teachers; Dr. Edgar J. Holtz, Allegheny Intermediate Unit; Dr. James Simms, Office of the Mayor; Cecile Springer, Westinghouse Electric Corporation; William Stewart, Dravo Corporation; and Dr. Richard Wallace, Pittsburgh Public Schools.

MINI-GRANT APPLICATION FORM

Date _____

Applicant's Name _____

Home Address _____

Home Phone _____

School Phone _____

Position _____

Building _____

Project Title _____

Budget Request _____

One Paragraph Summary Description:

Signature of Building Principal
(or Supervisor)

Applicant's Signature

Forward proposal to: Mrs. Jane Burger, Program Coordinator
Allegheny Conference on Community Development
3018 One Oliver Plaza
Pittsburgh, PA 15222

If you have questions or need assistance, call Mrs. Burger at 281-1890.

Applicant's Name _____

Date _____

1. What is the main problem this project addresses? Why do you think there is a special need for this project?

2. Describe your project. (Include materials you will need and methods you'll use)

Applicant's Name _____

Date _____

3. Give a time schedule of events.

4. Approximately how many pupils will be affected by this project? Explain your number.

5. How will you determine whether your objectives have been achieved and whether your project is successful?

Applicant's Name _____

Date _____

6. Detail your Budget Request. Include specific information such as kinds of materials and equipment needed, sources of supply and costs. Categories to be used could be items such as: materials, equipment, transportation, honorariums, food, etc.

	<u>ITEM</u>	<u>SUPPLIER</u>	<u>BUDGET AMOUNT</u>
EXAMPLE	six (6) "Learning to Read Books"	ABC Supply Co.	\$ 33.00

APPENDIX "B"

108

Financial Analysis of Mini-Grants
Rounds I-VI

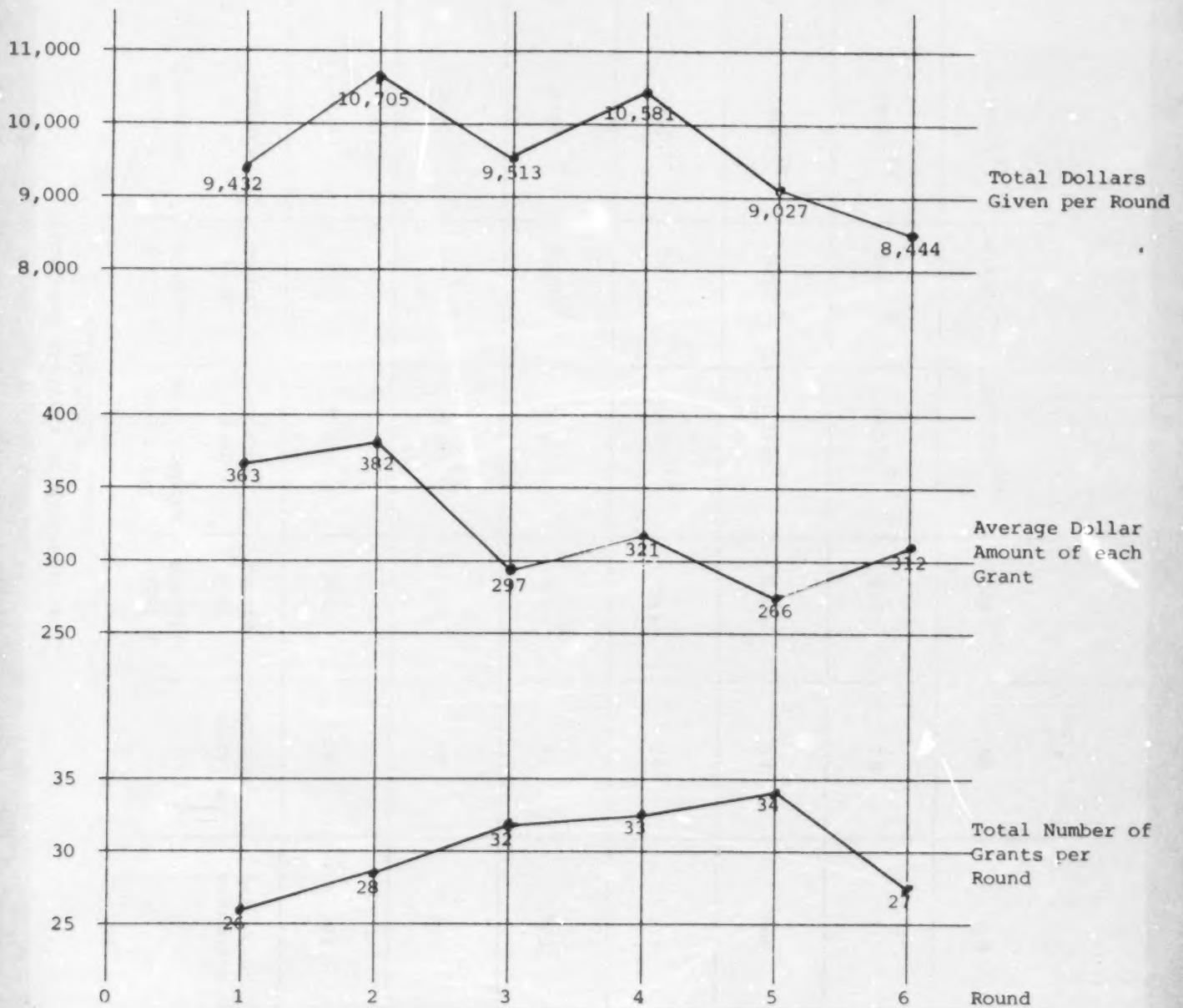
Round	Total \$ Round	Total \$ Elementary/ # of Grants	Total \$ Middle/ # of Grants	Total \$ High School/ # of Grants	Total \$ Special/ # of Grants	Total # Grants	Average \$ per Grant
1	9,432	3077/8	1863/5	4207/12	285/1	26	363
2	10,705	2047/6	3699/9	3689/10	1270/3	28	382
3	9,513	4384/18	2238/5	2208/8	683/1	32	297
4	10,581	2424/11	2433/6	4520/13	1204/3	33	321
5	9,027	4468/18	1907/6	2375/9	277/1	34	266
6	8,444	3425/12	2096/6	2222/7	671/2	29	312
TOTALS	57,722	19,825/73	14,236/37	19,221/59	4390/11	180	324

Financial Analysis of

Mini-Grants

Rounds I-VI

\$/#



Analysis of Mini-Grant Projects

by Subject Area

Rounds I-VI

SUBJECT AREAS	I	II	III	IV	V	VI
Science	3	1	1	5	6	2
Health	5	4	2	4	0	1
Math	3	2	2	5	2	2
General Curriculum	5	4	5	3	7	3
The Arts (dance, photography, music, drama fine arts)	2	5	3	2	5	8
Humanities (literature, language, reading)	4	1	10	5	3	3
Social Studies	2	5	2	1	5	1
Behavior	0	1	1	2	1	2
Special pupils/ Special Projects	1	3	6	6	5	5
Other (Careers, civics)	1	2	0	0	0	0

Mini-Grants Awarded

by Type of School

Rounds I-VI

	Elementary Schools	Middle Schools	High Schools	Special Schools	Total Grants
ROUND I	8	5	12	1	26
ROUND II	6	9	10	3	28
ROUND III	18	5	8	1	32
ROUND IV	11	6	13	3	33
ROUND V	18	6	9	1	34
ROUND VI	12	6	7	2	27

TEACHERS

ROUND I

	<u>Final Report</u>	<u>Page</u>
Alston, Lucille L.	1979-81	34
Amrick, Kenneth J.	1979-81	28
Apple, Natalie	1979-81	35
Baker, Thomas	1979-81	20
Banks, Cherri M.	1979-81	25
Baxter, Anderw	1979-81	19
Clark, Joyce	1981-82	28
Davis, John W.	1979-81	28
Easley, Robert D.	1979-81	34
Egry, Anne M.	1979-81	29
Fidoten, Marsha	1979-81	35
Gianella, Kenneth	1979-81	27
Henderson, Sara E.	1979-81	24
Hess, Carolyn M.	1979-81	23
Hill, Dorothy M.	1979-81	30
Hirsch, Charles G.	1979-81	28
Jatkowski, Catherine A.	1979-81	32
Kaufmann, Penny	1979-81	22
MacDonald, Margaret A.	1979-81	17
Martin, Annie M.	1979-81	18
McVeagh, Angela V.	1979-81	21
Metz, Bette W.	1979-81	31
Morris, Sylvia	1979-81	23
Price, Richard O.	1979-81	31
Reitz, Krista	1979-81	36
Schilken, Regis	1979-81	26
Smith, Linda J.	1979-81	18
Tierney, Patricia	1979-81	35
Trozzi, Lisa Ann	1979-81	25
Whitaker, Della	1979-81	19

ROUND II

Aka, Karen Y.	1979-81	39
Bates, Beverly L.	1979-81	50
Bickl, Romona	1979-81	46
Bionda, Emma	1979-81	58
Brant, Judith	1979-81	51
Brindl, Joan L.	1979-81	40
Brindza, Barbara	1979-81	47
Carroll, Etta Jean	1979-81	43
Caterino, Deborah	1981-82	32
Cordisco, Linda Kaye	1979-81	58
Deibert, Rosalie	1981-82	32
Finley, Mary	1979-81	57
Foreman, William	1979-81	53
Foster, Patricia	1979-81	52
Granigan, Charles	1979-81	52
Hughes, Daniel J.	1979-81	54

Round II (cont'd)Final ReportPage

Johnson, Gloria	1979-81	55
Jonseof, Bea	1979-81	45
Kenville, Susan A.	1979-81	59
Klobuchar, Rose Marie	1979-81	48
Lardo, Nancy	1979-81	44
Lining, Norma	1979-81	42
MacDonald, Margaret	1979-81	42
Martin, Bernadine	1979-81	47
Murray, Jenice	1979-81	42
Neal, Joan	1979-81	44
Nedz, Rebecca	1979-81	52
Nedz, Rebecca	1979-81	56
O'Mara, Olive V.	1979-81	41
Roberts, Rita	1979-81	42
Rothman, Michael	1979-81	47
Roundtree, Bertha	1979-81	55
Rubinsky, Ellen	1979-81	47
Ryave, Selma	1979-81	49
Schafer, William	1979-81	47
Schilken, Regis	1979-81	48
Seikel, Patricia	1981-82	32
Stranko, James	1979-81	46
Ungerman, Patricia	1981-82	32
Wise, Andrea	1979-81	40
Witmer, Patricia	1981-82	32

ROUND III

Bake, Patricia	1979-81	64
Baker, Faith	1979-81	68
Bowser, Joan Wallace	1979-81	65
Brooks, Audrey	1981-82	35
Caldwell, Marilyn	1981-82	36
Coffy, Allouise	1981-82	37
Dansker, Evelyn	1981-82	38
Davidson, Lea	1979-81	71
Dolfi, Martha F.	1979-81	70
Drogowski, Patricia	1979-81	77
Dubus, Eleanor	1979-81	74
Dyga, Nadine C.	1981-82	38
Fabus, Joseph J.	1981-82	39
Garrick, John	1979-81	84
Hamrock, Mary Ellen	1979-81	81
Kelso, Karen Jane	1981-82	40
Mackey, William T.	1981-82	41
Masilunas, John	1981-82	42
McClure, Thomas R.	1979-81	78
Melacrinos, Joanne	1981-82	43
Miller, George	1979-81	82
Mottzman, Phyllis	1979-81	83
Nowack, George	1981-82	44
Perry, William	1979-81	76
Price, Richard	1979-81	85

Round III (cont'd)Final Report Page

Robinson, Lillian C.	1981-82	36
Rogers, Bobbie	1979-81	72
Rohaly, Rose	1979-81	64
Sanders, Thomas	1979-81	68
Senft, Carol	1981-82	45
Severance, Patricia	1979-81	73
Skowron, Paula	1981-82	35
Stock, Norman	1981-82	46
Sullivan, Loretta	1979-81	67
Threadgill, Karla	1979-81	75
Vogel, Sara	1979-81	64
Waclawski, John	1979-81	82

ROUND IV

Apple, Natalie	1981-82	3
Baer, June	1979-81	95
Banks, Cherri	1981-82	48
Brind, Joan	1981-82	49
Bullions, Lynn	1981-82	49
Butler, Sylvia	1979-81	92
Carroll, Etta Jean	1979-81	91
Chapas, Thomas	1981-82	54
Cosentino, Cassandra	1981-82	50
Davis, John	1981-82	51
Delgrosso, Richard	1979-81	95
Dubus, Eleanor	1981-82	52
Easley, Robert	1981-82	53
Fadzen, Susan	1981-82	54
Fidoten, Marsha	1981-82	63
Fullerton, Shirley	1981-82	54
Gillotti, Bernadette	1981-82	56
Gmys, Bernard	1979-81	101
Gostkowski, Drenda	1979-81	89
Hadley, William	1981-82	66
Howard, Karen	1979-81	94
Jatkowski, Catherine	1981-82	56
King, Martha	1981-82	58
Kubiak, Dolores	1981-82	57
Land, Robert	1981-82	51
Lewis, Shirley	1979-81	95
Michaels, Dolores	1981-82	54
Mizik, Judy	1981-82	59
Parshall, Cheryl	1981-82	60
Perry, William	1981-82	61
Radolec, Nancy	1979-81	108
Sebastian, Sue Ann	1981-82	61
Shoop, Robin	1979-81	100
Suznevich, Melanie	1981-82	62
Tierney, Patricia	1981-82	63

<u>Round IV (cont'd)</u>	<u>Final Report</u>	<u>Page</u>
Walters, Diane	1981-82	64
Weet, Robert	1981-82	65
Wertheimer, Richard	1981-82	66
Wilson, Sylvia	1981-82	67
Wise, Adnrea	1981-82	49
York, Shirley	1981-82	68
Zolkoski, Toni	1981-82	62

ROUND V

Angel, Jay	1981-82	71
Baker, Thomas A.	1981-82	71
Becker, Jayne	1981-82	72
Berkubile, Robert	1981-82	73
Butler, Sylvia	1981-82	73
Carroll, Etta Jean	1981-82	74
Cunningham, Marcia	1981-82	75
DeRocco, Melinda	1981-82	77
Devine, Patrick	1981-82	76
Doyle, Jack	1981-82	78
Engelhardt, M. Lyn	1981-82	78
Fast, Marian	1981-82	79
Forsythe, Gayle	1981-82	80
Gibson, Richard	1981-82	81
Goldfeder, Judy	1981-82	71
Hamrock, Mary Ellen	1981-82	82
Hicks, Carol	1981-82	77
Kelso, Karen	1981-82	77
Kennedy, Joseph	1981-82	82
Kline, Judy	1981-82	83
Kaib, Marianne	1981-82	84
Kuhn, Nancy	1981-82	84
Kunst, Sylvia	1981-82	71
Lach, Theresa	1981-82	84
Lindquist, Margaret	1981-82	85
MacDonald, Margaret	1981-82	86
Mascari, Richard	1981-82	86
Neal, Vince	1981-82	71
Perry, William	1981-82	87
Peterson, Barbara	1981-82	88
Plake, Jaqueline	1981-82	89
Porro, Peter	1981-82	90
Richards, Bonnie	1981-82	71
Schlosser, Francis	1981-82	91
Sgattoni, Anthony	1981-82	91
Sullivan, Loretta Roseanne	1981-82	92
Tisdale, Donnafrancine	1981-82	93